


SPOKES
ON
MEMORY

FOURTY EIGHTH EDITION,
REVISED AND ENLARGED,
WITH ENGRAVINGS.
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Your faithfully
William McKee

MEMORY.

BY

WILLIAM STOKES,

TEACHER OF MEMORY,

LECTURER AT THE ROYAL POLYTECHNIC INSTITUTION,

LONDON,

AND AT THE CRYSTAL PALACE SCHOOL OF ART,

SCIENCE, AND LITERATURE;

PROFESSOR OF MEMORY AT THE CITY OF LONDON

COLLEGE;

LATE OF THE ROYAL COLOSSEUM;

AUTHOR OF

"THE DIVINE ORIGIN OF MNEMONICS," "THE SYLLABLE-IZED
PICTORIAL ALPHABET," "RAPID PLAN OF TEACHING
READING," "ANTI- NONSENSICAL NURSERY RHYMES"
(IN WORDS OF ONE SYLLABLE), ETC.;

INVENTOR OF

"THE PICTORIAL MULTIPLICATION TABLE," "THE HISTORICAL
CHRONOMETER," "THE MNEMONICAL GLOBE," ETC.

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PREFACE

TO THE

SEVENTH (ENLARGED & ILLUSTRATED) EDITION.

THIS is essentially a PRACTICAL Treatise upon the Improvement of the Memory—its instructions are not given upon *supposition*, but rest upon the solid basis of experience—long, constant, extensive, and signally successful personal experience.

While carefully adapting the book to the requirements of the public, who for years have favoured me with continuous approval and support, I have been especially mindful of the wishes and interests of those to whom I am particularly indebted for my success—my appreciative and faithful Pupils, whose recommendations and illustrations are to me constant sources of gratification and advantage.

WILLIAM STOKES,

Teacher of Memory

15, MARGARET STREET,

CAVENDISH SQUARE, LONDON, W.,

January 1st, 1866.

PREFACE TO THE FORTY-EIGHTH EDITION.

To a parent his child's faults are not too apparent,
And an author mayn't see the defects in his book,
So he prints "an impression"—and has an impression
On a "second impression" he'll speedily look.
Thus he has two impressions, 'tis perfectly plain,
Yet may look for his "second impression" in vain.

But not so with *this* book,

This edition must say for it

It has proved, as we hoped,

With the public a favourite;

And is worth a great deal,

Though there's not much to pay for it

So speak up for it, please,

When you find there's a way for it!

W S

INTRODUCTION.

To show the nature of Memory ; to direct attention to its manifestations ; to demonstrate its importance ; to prove the possibility of its regulation and development ; to enforce the necessity of its Scientific culture ; to supply means for its improvement ; to explain, advocate, defend, and illustrate Mnemonics or Artificial Memory ; to establish it as an indispensable branch of ordinary education ; and to render its adoption general,—are objects at which I have aimed in this book.

Those who are partial to that which is ancient, will find that principles are propounded which originated with the creation of man , those who seek novelty, will see applications which are wholly new ; those who like to revel in the gathered stores of many minds, may, without trouble, have a rich delight ; while the admirers of originality will here find many things which they never could have found before.

Those who are humane, will have in this the means of benefiting the poor, the enfeebled, the blind

the deaf and dumb, and a much more numerous, and hitherto almost hopeless and neglected portion of the community—those who are afflicted with a bad Memory; while the selfish man, whatever may be his condition, whether his Memory be bad or good, will perceive to his gratification, that he has met with one of the very things he wanted. Those who interest themselves in that which appertains to the good of foreign lands, will become acquainted with principles which are equally available for the people of Paris, Pekin, or Timbuctoo; while those who prefer that which relates to their own countrymen, will find that they apply to the people of London too. Those who are desirous of assisting in the dissemination of Mnemonical principles, will see how they can best do so; and those who simply wish to benefit themselves, will find they are not bothered with the claims of others. Those in search of pastime will here find it; and those who wish to save time, will obtain the means in this my book.

Minds most opposed, its pages may beguile;
The grave may ponder, and the gay may smile.

By the bye, perhaps I ought to say a word or two in reference to the fact of my having expressed many of my ideas either in metrical sentences or in rhyme.

I introduced these because my aim was to write a book which should not be "prosy," rather than a "book of prose." Just here and there I have indulged in a *pun*. Many people regret that a "vile punster" is not punishable ; I have therefore endeavoured to make my puns in a pun(n)ish able manner. For the benefit of those who are favourable to Mnemonics, I have illustrated many portions of the book with appropriate engravings, and the opponents of Mnemonics will find that they cannot complain of neglect, for, as the recognised "Champion of Mnemonics," I have given them *cuts* as often as possible.

I have done my utmost to prevent my subject becoming dry, by supplying, in as agreeable a manner as I could, some of the best and surest means of whetting the Memory.

W. S.

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MR. STOKES’S ADDRESSES.

LONDON : Royal Polytechnic Institution, 309, Regent Street, W
 Literary Institution, 165, Aldersgate Street, E.C.
 LONDON RESIDENCE : 15, Margaret Street, Cavendish Square, W
 BRIGHTON : 19, Russell Square.
 SOUTHAMPTON : 4, Portland Street.
 HASTINGS : 4, York Buildings.

BOOKS UPON MEMORY, FACTS, AND ILLUSTRATIONS.

I HAVE to acknowledge, with thanks, the receipt of several Books upon Memory, and other things, sent in some instances anonymously; and I beg to say, that I shall feel extremely obliged to those who will kindly forward to me Books* on Memory (which might be useful *to me*, though perhaps valueless to the owners), or any facts connected with remarkably good, bad, or eccentric Memory, suggestions upon Mnemonics, quotations upon Memory, or any information which may be serviceable to me upon the platform, in the class-room, or otherwise.

I shall also be glad to receive very difficult, choice, or peculiar pieces of composition, either in prose or verse, suitable for public Illustration; and shall be happy to forward others in return.

W. S.

* BOOKS *in paper, with open ends for inspection, and written upon, "Printed,"* can be transmitted through the Post at the rate of FOUR OUNCES for One Penny.

STOKES'S SYSTEM OF MEMORY.

MEMORY has been regarded as a faculty of primary importance by the intelligent of all ages. Valuable aids to memory were in use long before the Christian era ; and numerous attempts have since been made to simplify them, and render them generally available. Their original propounders mostly accomplished feats of Memory, which, to the uninitiated, appeared beyond the power of man ; but, unfortunately, many defective plans were also introduced, and the better systems were ultimately so badly taught, and so imperfectly learned, that the Science of Mnemonics sunk into disrepute, and is now comparatively unknown.

Mr. Stokes's method is extremely simple,—may be learned with pleasure by any one of moderate capacity,—and invariably benefits those who adopt it. It has been pronounced to possess “all the advantages of the best Systems, beautifully and skilfully combined with a large share of originality,” and is free from the objections commonly raised against other plans.

It improves the Memory generally, saves much time, and considerably lessens mental labour. It is an important aid in the classification of ideas, and in the concentration of thought. It greatly increases the power of remembering names and dates. It facilitates the acquirement of Languages. Sciences.

and Arts; and is of inestimable utility in extemporaneous speaking, and in verbal reporting.

By its aid, any person of average ability may easily learn long and difficult pieces of composition, both prose and verse; can retain an unlimited number of words or ideas in any required order, so as to recollect, with astonishing accuracy, the principal points of a sermon, speech, lecture, conversation, book, newspaper, etc., etc.; and can commit to memory not only thousands of dates, but facts and figures generally, such as statistics, etc., viz., length and breadth of countries, populations, tables of mortality, product of taxes, height of mountains, length of rivers, latitudes and longitudes, astronomical distances and magnitudes, velocities, chemical analyses, specific gravities, logarithms, etc., etc.

It quickens and expands the intellect, cheers the spirits, gives self-reliance, and diminishes the probability of over-taxing the faculties. By its assistance an intelligent child may compete with a "talented" adult; and a person of average ability may perform feats of Memory beyond the power of unaided "genius." By means of this System, effects can be produced with ease in a few minutes, which, by ordinary processes, require months, or even years, of laborious application. Thus Mr. Stokes enables public speakers to dispense with the use of notes, after five minutes' instruction. He has also invented a method for teaching children the Multiplication Table in less than half an hour, at the expiration of which time the severest cross-examination may be submitted to.

Doubt not, but investigate, and see the *living proofs*.

The System is equally serviceable to the student and the man of business, and is also invaluable to

ladies. In short, it is useful to ANYBODY in remembering ANYTHING.

Mr. Stokes has not only taught the general public with surprising results, but has been signally successful in improving "dull boys," individuals advanced in years, persons of defective intellect, the blind, and the deaf and dumb.

Two distinct classes, each for ladies and gentlemen, are commenced at Mr. Stokes's residence, every Tuesday,—one at 3 o'clock, and the other at 8.30; second lesson every Wednesday, and third lesson every Thursday, at the same hours. Pupils can attend on three consecutive days, or can allow an interval of a week between the lessons.

By special arrangement, Mr. Stokes can impart his System in ONE HOUR. He is open to engagements to lecture and teach in all parts of the United Kingdom, and in Paris.

Public Classes are constantly forming in London, Brighton, and elsewhere; One Guinea each pupil.

Private Tuition, Five Guineas, one pupil; Six Guineas, two pupils, etc.

Very agreeable Private Classes, of twelve or more, are often formed among friends, and held at their own residences; One Guinea each pupil.

Mr. Stokes teaches in Ladies' and Gentlemen's Schools, and prepares Students for Examinations with despatch.

Mr. Stokes, or one of his Assistants, may be consulted daily, by appointment, at his residence, 15. Margaret Street, Cavendish Square, London, W. (two minutes walk from the Royal Polytechnic Institution; first street on the left towards Oxford Circus).

MIND AND MEMORY.

ALMOST everybody says, "it is a great advantage to have a good Memory;" but if we take it for granted that everybody who expresses this opinion has a correct knowledge and thorough realization of how much that which we call "mind" is *Memory*, or is dependent upon Memory, we make a great mistake. This great mistake has been made too often, so let us beware lest we fall into that error

Analysis of the mind will show that it is *almost all* Memory. Memory is generally said to be "the retention of things perceived," consequently Perception is supposed to be of primary importance—in fact, the *cause*, of which Memory is but the *effect*.

But we shall soon see that readiness and accuracy of Perception depend upon Memory. For instance, no sensible man would invite a sailor to choose for him a horse, nor a sportsman to choose for him a vessel, when he could have the sportsman's opinion upon the animal, and the sailor's advice upon the craft. And why so? Because everybody knows that although the sailor might "*look at*" the horse, yet he would not be able to *perceive* its merits or defects; and although the sportsman might "*look at*" the vessel, yet he would not *perceive* its various characteristics. The question now arises why two men of equally good eyes should not see equally.

Because the sailor has in his mind, that is to say in his Memory, a great many ships, and a great many circumstances connected with them; and the sportsman has in *his* mind, that is, in his Memory, a great many horses, and a great many remembrances connected with them; and this difference,

in the MEMORY of the two men, is the cause of the difference in their capability of *Perception*. Readiness and power of Perception, then, are determined by Memory ; and it must be further borne in mind, that that which is perceived is valueless unless it is retained by the Memory. Perception not only depends upon Memory, but that which is often called "*Perception*" is in reality not "*Perception*" but MEMORY. If you say, "I perceive a train is coming ; it has just passed the bridge ;" it is equal to saying, "I know, by means of my Memory, that the train was at the bridge, but now it is nearer to us." In this case you could only tell the train *was in motion* by having in your Memory the fact that it *was farther off*. If it were not for this remembrance of the previous position of the train, you could only say, "there is a train," for it would be impossible for you to perceive it to be in two places at once.

Careful reflection upon this subject will show that the *minutest* mental acts are in the most part Memory ; thus with the simple perception of a person blinking the eyes, the eyes are first seen *open*, then for a fraction of an instant *closed*, then again *open*. The first two conditions must be borne in the *Memory*, or the *Perception* of "blinking" is not conveyed to the mind. The appreciation or Perception of a tune, and the comprehension or Perception of an ordinary sentence depend, in like manner, upon Memory. Many words arouse in the mind the influence of COMPLEX MEMORY, although they are generally supposed to produce *simple* PERCEPTION, especially compound words. Thus, the word "windmill," first suggests to the Memory the idea of *wind*, which, as we cannot *see* it, makes us think of something which *we can see*, associated in our Memory with wind, and

then we think of a mill—some mill which is already in our Memory, and which is a “*wind-mill*.” And mark, while saying the second syllable of the word “*wind-mill*,” we must have in Memory the fact that the word “wind” preceded it, otherwise we might think of a *water-mill*, a *steam-mill*, a *paper-mill*, a *cotton-mill*, a *pepper-mill*, or many others.

But further: not only is *Perception* dependent upon Memory, but ATTENTION, without which it is impossible to *perceive*.

In listening to a lecture in which technicalities are frequently introduced, he who understands their meaning, that is to say, he who has their meaning in his MEMORY, will be far better able to fix his attention than he who has not, other things being equal. When we hear or see something with which we are unacquainted, that is, with which we have no associations in our MEMORY, the mere act of *trying to attend* distracts our attention, because conscious intelligent Attention calls forth an effort of the mind, to fix in Memory that to which we are attending; and the longer and more difficult the efforts of Attention upon one point, the less will be the Attention upon another.

This is particularly the case when impressions are made through the *ear*, as the succession of ideas is presented too rapidly for the mind to grasp, that is, to attend sufficiently to lodge in the MEMORY.

Prolonged Attention is called “CONCENTRATION,” and consists in bringing our ideas as much as possible to a given centre. It is mainly dependent upon rightly regulated Memory, as it is the continued remembrance of a certain thing, or of certain things. In Concentration, however, the attention is not wholly bestowed upon the things we desire to retain, but in fact Concentration is *Memory governing Memory*. For in “concentrating” our thoughts, we

are constantly remembering that we must especially endeavour to remember certain things which we ultimately wish to remember.

Again : Conception, Imagination, and Invention, and all the creative powers of the mind, have their origin or germ, which origin or germ is *Memory*. The vulgar notion about imagination and invention, is thoroughly erroneous. People have the idea that these faculties are self-creative, self-developing, and wholly independent of all others. But every "new idea" springs directly, or indirectly, from an old one, although it is common for the ordinary thinker to be unaware of the origin of thought upon the majority of subjects. Unconscious suggestion appears to be more characteristic of unimportant and imperfectly watched and badly regulated minds, than of those of a higher nature. Many seem to regard it as a fanciful theory, that for every mental effect there is a *cause* ; but surely it must be so, although the cause may not at all times be apparent. We are indebted to the genius of Milton for the conception of "Paradise Lost," but the genius of Milton consisted in a vivid remembrance of a record in the Bible, a ready remembrance of expressive words, and a constant remembrance of a certain metre. Had he forgotten *either*, the genius of Milton would have been marred. We are indebted to the genius of Shakspeare, "the immortal bard," for many of the purest and finest specimens of imagination that have ever charmed and wonder-struck the world. But the genius of Shakspeare consisted in accurate remembrance of historic facts, a vital remembrance of the feelings and sensations of the human heart, and a practical remembrance of the laws of rhetoric. The imaginings of Shakspeare have a magic power, because they seem so unimaginative—*real* ! Because they awaken in our mind, that is to say, in our Memory, passions and

sentiments which another, with a memory less informed, less experienced, and less skilfully exercised, would fail to arouse! Had Shakspeare forgotten the characteristics of the individuals of whom he wrote; had he forgotten the objects and circumstances by which they were surrounded; or had he forgotten the plots which his own brain had interwoven,—the name of SHAKSPEARE—the soul-upstirring name of SHAKSPEARE would have been a name *unknown*! Even Shakspeare, with all his colossal, powerful, and resplendent genius, has afforded sufficient discrepancies and anachronisms to teach us intellectual dwarfs a lesson, that as the mightiest minds might sometimes be more mighty, if possessed of better memory, *we* should never think *our* memory “PERFECTION!” We are indebted to the mechanical genius of Watt for the invention of the steam-engine; but the genius of Watt consisted in the remembrance of a variety of objects, facts, principles, requirements, and appliances suggested to his mind—that is to say, to his *Memory*—by the sight of a steaming tea-kettle, which tea-kettle, and which suggestions he bore in mind—that is to say, he kept in his *Memory*; prompted by which remembrance, he tried experiments, which he *remembered*, until, by the perfection of the association of remembrances made tangible—the steam-engine—that mighty masterpiece of human skill—sped forth to bless the world.

Creative wit is the remembrance of incongruities, and appreciative wit can only be manifested by those who have similar remembrance.

COMPARISON and REFLECTION are dependent upon Memory; evidently we can only compare mentally those things *which we remember*, and it must be plain that we cannot reflect upon that which we have forgotten. Reflection, meditation, contemplation, are all other names for Memory. He who reviews his

actions at the close of each day, is indebted to *Memory* for the good he may derive from his self-searching.

JUDGMENT—lofty, revered, much-extolled Judgment—is humiliatingly dependent upon that to which it is supposed by some to be so far superior, and of which it is by some regarded as wholly *independent*—*Memory*! MEMORY may exist without Judgment, but Judgment cannot exist without Memory. If Memory is capricious, Judgment falters and fails. If Memory is treacherous, mighty Judgment may be dethroned—may be reduced to pitiable helplessness. The sphere of Judgment is circumscribed with all, and *Memory* prescribes its limits.

Arithmetical Calculation is the remembrance of certain numerical facts, rules, and results.

All that tends to refine the taste, expand the mind, and elevate the soul, is dependent upon Memory. *Taste is Memory*. Taste is the remembrance of harmonious combinations.

Executive keenness, shrewdness, or tact, depends mainly on Memory. The sharp business-man is not unacquainted with men and manners, but is he who knows both—that is to say, who *remembers* them.

Our Rationality is Memory; the reason we do not mistake ourselves for other people, is because we remember our personal identity

CONSCIOUSNESS is Memory:

The dying friend, who clutches fast our hand,
But shows no other sign of lingering life,
Gives to our heart no sorrow-mingled joy
Of recognition; the almost quenched,
Yet flickering flame of life, for one brief instant
Lights his Memory up, and his last word-used breath,
Makes his death-grasp thrill through our inmost soul,
He whispers "Peace within:—adieu." Thank God,
He's CONSCIOUS!

Not only intellectual power, but *disposition*, or character, is mainly dependent upon Memory. Although this is rarely acknowledged *verbally*, yet universally it is acknowledged *practically*. Sensible people know very well that mere intellectual power, much as it is to be desired, is far from being all that is essential to the full development of the mind. Without a certain share of intelligence, that is to say, of *Memory*, we find only the drivelling idiot—a thing incapable of appreciating, or even discerning the relationship of surrounding objects, and we pity! But we have a pity deeper far, a loathing, a contempt, a sorrow, a feeling of distress, when we see a brilliant intellect devoid of *moral* MEMORY. If a youth is “clever,” but unreliable; if a man is “talented,” but vicious; or if a woman is “sparkling,” yet unloveable,—the memory of the heart, the memory of the soul requires development and exercise. This is practically acknowledged by the care which thoughtful and pious parents bestow upon their children, endeavouring to *prevent* these conditions by giving them a proper training, that is, by instilling *into their Memory* proper precepts, and by placing them in such circumstances that their future actions shall never be misguided by the REMEMBRANCE of bad examples.

Love is constant, appreciative, pleasurable remembrance. Love frequently occupies the mind with its own particular object to the entire exclusion of every other. Hence, when young people seem to forget all ordinary things, it is commonly suggested that “they must be in love”!

Joy, Delight, Gratification, Pleasure, arise from the remembrance of that which is in harmony with our condition.

Thankfulness, Gratitude, Appreciation, are the re-

membrance of benefits and advantages. Oft have poets sung of the pleasures of Memory, but perhaps not one ever attributed the enjoyment of the *present* to the Memory of the past. But it is so. We rejoice to see a "friend," because we REMEMBER *his friendship*. A stranger does not rejoice to see him, simply because he is not in a position to remember his merits. To descend to meaner things. We enjoy a "good dinner," because when we see the food, we taste it in anticipation—that is, in Memory; we remember that which we tasted before; when we eat it we enjoy the perception, that is, the remembrance that we are eating it, and when we have eaten it, we enjoy the remembrance that we are *satisfied*. A man may read while eating the most wholesome or the most dainty food, and yet not enjoy it in the least, simply because his MEMORY is occupied with his reading, and he may be scarcely conscious that he is eating.

Faith is the remembrance of mental or spiritual impressions. When the Christian is beset with trials and troubles on all sides, he swerves not from the path of duty, *remembering his God, and recollecting Christ's precepts and assurances!*

Hope is the desire of the fulfilment of a *remembered* imagination; and, as we have already seen, imagination is based upon the association of *remembrances*. Thus, suppose an invalid seeks change of air, in the *hope* of thereby becoming convalescent; he *imagines* that it may bring about his *recovery*, and this he *remembers* and desires. If he were to forget *that he was ill*, or if he were to forget *that he might be better*, he could not "hope" to recover. The reason of his *imagining* that change of air may restore him, is, because he *remembers* that others have

re-established their health under similar circumstances.

Aspiration is hope in a particular form. It is the desire of the fulfilment of a *remembered* imagination.

Charity or kindly feeling arises from the remembrance of facts and thoughts which awaken our sympathy. Want of charity is commonly called "forgetting to make allowance" for circumstances, or for the frailty of humanity.

Humility is the remembrance of our faults and frailties, our dependent condition, our relative imperfections, our true position.

Prayer is the expressed remembrance of facts, wants, and wishes, as an analysis of the Lord's Prayer will show.

Caution, Prudence, Forethought, and all kindred manifestations are the offspring of MEMORY. The remembrance of past circumstances of a painful nature makes us anxious to avoid their recurrence. "A burnt child dreads the fire;" that is to say, he *remembers* his burning. The language of caution is, "Take care," which means, "I remember there is, or may be, danger." Memory is perpetually, though in many cases to us unconsciously, guarding us from danger, in fact, preserving us from destruction—from death. But for Memory, we should walk over precipices, drink scalding water, and seek repose beneath the upas-tree. That mighty teacher, "EXPERIENCE," which "makes fools wise," and wise men wiser, is the *remembrance* of past personal incidents and emotions. It is often well for us when we can profit by the experience of others. By *remembering* their good fortune, or misfortune, we may shape our own conduct, secure the good which they secured, and avoid the evils which they encountered. Hence the use of a boy going to school, of his being ap-

prenticed to a trade, or of his being trained for a profession; hence the value of the study,—which implies the *remembrance* of biography, and history, and science. Man is the only being possessing the power of bequeathing his experience to his posterity—one of his immense advantages over the brute creation. Upon this rest our powers of improvement, of progress, of aiming at perfection.

Perseverance is based upon the constant *remembrance* of the object we are anxious to obtain, and of the fact that continued effort is necessary, in order to secure it. If we forget our goal, we cannot strive to reach it. Many a man's prospects in life have been ruined, because, through forgetfulness, he has ceased to persevere.

The more we study this subject, the more clearly shall we see that our sentiments, our opinions, our habits, are based upon Memory. It is most interesting to try to trace their origin. Sometimes it is perplexing, sometimes impossible, but often it is practicable. Verbal Memory, which it is the present intellectual fashion to despise, has much greater influence in the formation of character than is generally supposed. A man's conduct is often shaped by the little hymns or verses which his mother taught him when a lisping, unreflecting babe; and the sudden upstarting of some text, preserved intact for years by passive Memory, has been the safeguard of many a soul. "My son, if sinners entice thee, consent thou not," may sound as from the lips of Solomon himself, and may check a young man in his onward course, when on the verge of ruin.

Honour is based upon the remembrance of duty. Many so-called dishonourable acts result unintentionally, solely through *forgetfulness*, which may be afterwards bitterly but fruitlessly regretted.

However absurd it may at first appear, yet it must be ultimately evident that even CONSCIENCE is but MEMORY! Conscience is the remembrance of that which is *supposed* to be right. I prefer saying "of that which is *supposed* to be right" to saying "of what is right," because it is quite possible for us to be conscientious, but absolutely, *wrong, foolish, wicked!* As this is a point upon which comparatively few appear to have correct ideas, and as a great deal of positive *harm* is often produced by the "conscientious" but unthinking propagation of the theory, that to act conscientiously is to act rightly, we may as well give this subject a little attention. Suppose we see, that is to say, suppose we *remember* that we have an opportunity of obtaining pecuniary gain by means of fraud, and with disdain we reject the thought; investigation of the mental process will recall operations of this kind:—1st idea, that is to say, first remembrance, "I have the opportunity of being dishonest." 2nd idea, that is to say, second remembrance, God says, "Thou shalt not steal." Christ says, "Whatsoever ye would that men should do to you, do ye even so to them." This is what a Christian calls "conscience," but there are whole tribes, whole races of men who have been taught from their childhood very differently, who never heard the eighth commandment, "Thou shalt not steal;" who never heard of Christ, who never heard His precepts, but who have been trained to believe that theft and fraud are most creditable accomplishments, but that *detection*, as a manifestation of unskilfulness, and as the forerunner of punishment, is a great disgrace, and a thing to be avoided. And unfortunately we are not compelled to go to distant lands in order to find conscientious thieves, for in our very midst many men consider it their duty to be

fraudulent for the benefit of themselves or of their families. Here self or family occupies the Memory to the exclusion of other and higher thoughts.

We might thus proceed with *every* mental manifestation, but the illustrations given are sufficient to substantiate the argument at first proposed, that much of that which we call "Mind" is Memory. We see then that Memory instead of being a comparatively mean quality of the mind—one which may be with impunity slighted, snubbed, and neglected—is, in all the comprehensiveness of the term, the *basis* of intelligence, the faculty upon which the other operations of the mind wholly rest, upon which they are altogether dependent. That it is not only the *basis* of the intellectual edifice, but that it is the chief material of its body and of its summit, without which the other faculties could not exist, and with which they are so inseparably connected, that whatever tends to dim the Memory must tend to diminish their lustre also, to mar their perfection, to stay their development, in fact, whatever weakens or injures Memory, *as a part*, impairs, disfigures, and stultifies the MIND as a WHOLE! It follows then, that the development, culture, and preservation of the Memory are matters, not of *secondary*, but of PRIMARY importance; and deplorably destitute of *Memory* must be he who cannot retain mentally *the facts* from which we have drawn these conclusions. What shall we say to those who have depreciated, neglected, and abused Memory? O ye foolish writers in books! O ye trash-talkers on platforms! O ye false teachers of youth! O ye deluders of manhood! O ye of all men most unwise, arouse, *bear in Memory* these
 . . . and try to amend all your folly!

THE SCIENCE OF MEMORY.

MEMORY—WHAT IS IT? Although we all know we have MEMORY, we do not know that we have "A" Memory. We are in the habit of speaking of "THE Memory" as though we referred to a special THING—a PART of the mind. BUT it is only THE RESULT of a certain ACTION of the mind, and may be thus defined,—MEMORY IS THE MENTAL REVELATION OF IMPRESSIONS MADE UPON THE MIND IN THE PAST. It is *convenient*, however, to speak of it in the ordinary way. Philosophers, poets, and others, have alluded to it in this manner, describing it as "the *basis* of intelligence," "the *recipient of knowledge*," "the *storehouse* or *treasury* of the mind," and have at times compared it with a "*tablet*," "*page*," "*volume*," etc., etc.; and we may do the same with advantage.

As the brain is the recognised organ of the mind, and as its size, quality, and activity are generally supposed to determine our mental power, it is often thought that those only can have "a good Memory" who have a certain kind of *brain*, either peculiar as to *size, quality, or activity as a whole or in some particular part*. That organization is necessary for the manifestation of mind and Memory is unquestionable; but to suppose that Memory is wholly dependent upon it, is a very dangerous error, as it may often prevent the proper *effort* to obtain improvement. If, as we have seen, the brain is the organ of the mind, it must be clear that whatever physical cause tends to strengthen and invigorate the brain. must be ad-

vantageous to the mind and Memory, and that whatever is detrimental to the *brain* is injurious to the mind and Memory also. Consequently the power of Memory often varies in the same individual, according to the state of his health. To obey the physical laws of our being is thus of primary importance, if we would have Memory in perfection. But organization and health *alone* will not determine our powers of Memory : there are two other essentials, *exercise* and *system*, and whoever possesses a sufficient endowment of brain for the manifestation of *ordinary intelligence* has enough brain to ensure by these means what we commonly call "*a very good Memory.*" Inactivity destroys Memory, but though much may sometimes be accomplished in the way of remembrance by *working hard*, still more can be done by *working well*, and this brings us to *system*. It is not saying too much to assert that, by the aid of system, of Mnemonics, a person possessing only what is called a "weak" or a "very bad Memory," may speedily and with *ease* do more than another having a "powerful" or "remarkably good" Memory could ever achieve without such assistance, even by the most anxious, continuous, and determined effort. In the popular acceptance of the term then, Memory receives, retains, and reproduces ideas ; and, as we have seen, is one of the most important faculties of the mind.

The philosophy of improving this faculty must thus become apparent ; and we shall at once see that, to build a fortress upon crumbling sand,—to place a fortune in an unsafe bank,—to risk a cargo in a sinking ship,—to try to fill a leaky cask,—or catch a shower in a wicker basket,—are not more certain signs of folly, than to consign our knowledge to a forgetful mind or "faulty Memory!"

Those who have "a good Memory" are generally

thought to be "gifted," and are said to possess "inestimable blessing." It is not sufficiently known that a "bad Memory" may be made GOOD, and that a "GOOD Memory" may be made BETTER by judicious cultivation.

There are many *natural* operations of the mind which, when thoroughly understood and brought into systematic use, will assist the Memory to a wonderful degree. But there are also numerous *artificial appliances*, which, though "*artificial*," are based upon, and are in strict conformity with, the laws of Nature; which are adapted for *all minds*, and which will enable all who employ them to accomplish far more than by purely "*natural Memory*!" Almost everybody has a method of aiding his Memory peculiar to himself, or at all events a method which he is not aware of having acquired from anybody else. These aids are mostly very imperfect, and are generally only applicable to certain things; but some people employ them almost unconsciously, and, to a very great extent. They, so to speak, *naturally* use the "ART of Memory."

The terms "Art of Memory" and "Science of Memory" are often used as synonymous; but strictly speaking, the "Art of Memory" supplies us with *contrivances* to aid us in remembering; the "Science of Memory" treats not only of these contrivances, but informs us of the various characteristics, conditions, and operations of Memory itself, and is one of the sublimest and most ennobling studies which ever claimed the attention of man. It reveals many of the most beautiful and important laws which regulate his being, inspire his soul with reverence, gratitude, and delight, and may render him a far more perfect image of his Maker.

MNEMONICS.—The word "MNEMONICS" means

ART or SCIENCE of Memory. It is derived from the Greek Μνημονεύω (Mnemonēuō), *to remember, recollect, call to mind*, and is properly pronounced Ne-mon'-iks. The practice of Mnemonics not only aids and improves the Memory, but is highly conducive to habits of observation; it quickens the perception, affords most wonderful assistance for the orderly and systematic arrangement of facts and thoughts, increases mental concentration, renders the mind calm and clear, increases self-reliance and self-respect, exercises ingenuity and imagination, produces pleasing vivacity and sparkling wit, strengthens the reflective faculties, and thus tends to keep the propensities in subjection, and to develop refinement of taste and purity of sentiment.

All information should be imparted upon Mnemonical principles, commencing with the first dawn of infantine intelligence. Mothers may teach their children up to four or five years of age, more through the ear and the eye, by direct association, without books, than they ever could by trusting to books mainly. But there can be no objection to children of three years of age, or even younger, being taught with books, provided the teaching is neither prejudicial to them at the time, nor productive of bad results in after-life. Many parents, however, are impressed with the belief that it is impossible to teach children in this manner, without involving immediate and after-evils. I shall endeavour to show that this is an error. I grant, and entreat parents generally to regard the fact, that it is unwise and cruel to overtax the mental powers of the young, but I also warn them, lest, in their over-anxiety, they unconsciously incur the evil they are endeavouring to avoid.

The intelligence of a child never, in itself, gives us pain, but the ideas suggested by it are painful. We

think of the unnatural restraint to which it may have been subjected; we fear that its physical strength may be undermined, and we are distressed in anticipating the probable consequences. It is not the intelligence of a child, then, that we object to, but the penalty which is paid for its possession. The question here arises, "Is this penalty inevitable?" I answer, in spite of almost overwhelming antagonistic public opinion, "IT IS NOT!!!"

Four of the greatest difficulties which stand in the way of a child's progress, are, learning the alphabet, learning to spell, learning to read, and learning the multiplication table; and to these may be added a FIFTH, which is common to both children and adults—the inability to retain that which is learned. Parents and instructors, by hundreds of thousands, are ready to endorse these statements, and the present condition of *millions* of the human race practically demonstrates their correctness. These difficulties have been acknowledged by some of the ablest men that ever lived, and they have striven to grapple with them as with difficulties worthy of being attacked and overcome. Many of their schemes have been largely *discussed*, though but little tested; and now, in this year of boasted enlightenment, one thousand eight hundred and sixty-six, we are, as a mass, about as much perplexed upon these points as ever.

Now, to teach a child its letters, if we manage rightly, should involve about two or three hours' special application, on the part of the child, at the utmost. Then, without being taught to spell, in two or three hours more it can be enabled to read thousands of sentences freely, which will introduce it to reading generally. Spelling can be "picked up" as the child goes on, simultaneously and unconsciously; and when the parent or teacher has from about twenty

minutes to half an hour to spare, he may amuse himself and the child by imparting the multiplication-table, so that it may be said thoroughly, forwards, backwards, and any way, at random.* The general Memory of either the young or old may also be improved, rapidly and permanently, to a surprising degree! These are not *hallucinations*, but **FACTS**; and the world must arouse and make use of them!!!

I shall now proceed to explain some of the means which produce these results.

STOKES'S SYLLABLE-IZED PICTORIAL ALPHABET.

My Syllable-ized Pictorial Alphabet is a perfect specimen of **SIMULTANEOUS ASSOCIATION OF SIGHT AND SOUND**. It is the only Alphabet that has ever been developed upon this principle; and, for the purpose for which it is intended, namely, impressing upon the minds of children the shapes and names of the letters, it can never be surpassed.

It has been well tried, and has proved a most remarkably triumphant success. It was designed by myself in the year 1854, was sketched in ink by my faithful and esteemed artistic friend, MR. JOHN A. FOWLER, of Brighton, in 1859, and was drawn on wood by MR. CHARLES ROBINSON, and engraved by his father, MR. THOMAS ROBINSON, in 1863 and 1864. It has gained the approval of educators of the highest eminence, and has received some of the most distinguished favours. In February, 1864, it was graciously inspected by Her Majesty the QUEEN, at

* "Stokes's Pictorial Multiplication Table" may be had of all booksellers, or direct of the Author, 15, Margaret Street, Cavendish Square, London, W., post-free for 14 Stamps.

Osborne, and by Their Royal Highnesses the PRINCE and PRINCESS OF WALES, at Marlborough House; and, in May, I had the honour of paying a special visit to Paris, to introduce it to His Imperial Majesty the Emperor NAPOLEON III., with an adaptation of the principle to the French alphabet, &c. It is generally regarded as a production of considerable interest, is exhibited in the South Kensington Museum, etc., etc., and is the subject of a special Lecture by me at the Royal Polytechnic Institution.

In this Alphabet each letter is placed upon an attractive picture, of which the first syllable of its name contains the name of the letter. So that the name of the picture cannot be uttered without distinctly articulating the name of the letter for which it is designed.

One of my Anti-Nonsensical Nursery Rhymes precedes the series of engravings. In this the name of each illustration is introduced, without any superfluous additions.

A line of this Rhyme is placed under each picture, so that the Alphabet may be taught pictorially and metrically at the same time.

ANTI- NONSENSICAL NURSERY RHYMES.

A is on an A-corn,
 B is on a BEE,
 C upon the SEA is placed,
 DE-serter shows us D.

E is placed on EA-gle,
 F on EF-figy,
 G upon GE-ography,
 H on A CH-air we see.

I upon an EYE is placed,
 J on JAY we plant.
 K is shown on CA-per,
 L on EL-ephant.

M is on an EM-igrant,
 EN-gine gives us N,
 O is on an O-val,
 P on PEA-cock then.

Q is on a CU-cumber,
 AR-bour gives us R,
 S is shown by an ES-cape,
 T on TEA-chest from afar.

U is on a YEW-tree,
 VE-locipede gives V,
 W on DOUBLE YOU,
 X on EX-hibition see.

WI-res show the letter Y,
 ZED-ekiah Z. Small folks,
 Thus ends the picture Alphabet
 Designed by your friend STOKES !

The following analysis shows clearly that nearly half the alphabet is suggested by *initial* letters, upon precisely the same principle as that upon which *millions* of copies of thoughtlessly-approved Pictorial Alphabets have been produced ; but with the immense additional advantage, that, instead of being *simply* initial, like A with Apple, which is non-suggestive, or A with Archer, which is *wrongly* suggestive—misleading, as it produces the sound of the letter R—they are *self-namingly suggestive*. In other words, the A in A-corn GIVES ITS OWN NAME, whereas the A in Apple does not.

ANALYSIS OF THE ALPHABET.

Letters given in initial words.

A Acorn.
 B Bee.
 D Deserter.
 E Eagle.
 G Geography.
 J Jay.
 O Oval.
 P Peacock.
 T Tea.
 V Velocipede.
 Z Zedekiah.

Total, 11.

Letters given in non-initial words.

C Sea.
 F Effigy.
 H A chair.
 I Eye.
 K Capar.
 L Elephant.
 M Emigrant
 N Engine.
 Q Cucumber.
 R Arbour.
 S Escape.
 U Yew-tree.
 W Double you.
 X Exhibition.
 Y Wires.

Total, 15.

Some suppose that these latter suggestions might have a tendency to make children *spell* incorrectly, but *experience proves that they do not produce that effect in the least.*

It has been said that some of the words given to suggest the letters are such as children for the most part are unacquainted with, and that this must be a defect. The words which are generally selected as being unfamiliar are "Deserter, Effigy, Geography, Velocipede, Emigrant, Escape, and Zedekiah." The answer to this objection is, that although they may be unfamiliar to the child *before* seeing the book, they speedily become familiar *afterwards*. And one of the great ADVANTAGES of this Alphabet is, that it teaches a great deal besides the letters. It has been

tried with thousands of children, and the testimony of parents is that they never knew any other plan answer so well; many parents have pronounced it to be almost "magical," especially when the rhyme has been taught in conjunction with, or a little *in advance* of, the pictures.

It may be well to mention the fact that the foregoing objections are mostly raised by those who have *not read the brief explanations* given in the introduction of the Alphabet.

REPETITION.

It is a very wise saying that "that which is not sufficiently known cannot be too often repeated," but its meaning may be quite misunderstood, and it may be made to subserve a thoroughly wrong application.

When an important fact has been revealed to a few, or a great principle has been to a limited extent propounded, its general dissemination can only be accomplished by its being truthfully, earnestly, and frequently repeated.

The constant repetition by a few, of truths which were of value to the many, has been instrumental in achieving some of the greatest reforms which have ever blessed the human race.

He who develops a great thought should give it utterance, and should repeat it; those who hear it should repeat it; and those who hear it thus repeated should repeat it,—thus on, thus on!

But when the saying is used not with reference to a community, but with respect to the general acquirement of knowledge by an individual, its meaning is distorted, and the theory is untrue. That which is not sufficiently known by an individual, may be, and

Generally *is*, by him too often repeated. These facts are by no means *new*, but they are *repeated* because they are *not sufficiently known*. The Chinese have a saying to the effect that "the echoes of an uttered word vibrate in space for ever." May the vibration of these facts be audible to every ear!

FREQUENT REPETITION is the means almost universally employed for fixing, or for *attempting to fix*, things in the Memory; and thousands, after toiling thus unsuccessfully for years, become disheartened, and give up in despair, finding the process injurious rather than beneficial, while many who think they have "a bad Memory" never attempt improvement. Psychological investigations, followed by numerous experiments, and confirmed by extensive practical experience, have, however, demonstrated clearly that ASSOCIATION is, in most cases, a far more philosophical, easy, and effectual method.

Association is the mainspring of Memory, and is one of the most powerful and important involuntary operations of the mind—of EVERY mind! It is called into action in a variety of ways, by all the senses, and by the internal influence of ideas. We all know what feelings of anguish or delight may be occasioned by the sight or remembrance of some particular object or locality, or by the recurrence of an idea from some other cause.

A blade of grass plucked from a grave may lacerate a heart.
A rose-leaf from a loved one's hand may fragrant seem for ever!

We shudder as we reach the spot famed for some dread event.
The name of "Home" may make us dream of childhood's happy days.

A phrase may sometimes bring to mind a long forgotten speaker.

An air may make us think of scenes of revelry or mirth.

The simple *pressure* of the hand may tell a tale of love.
 The *fragrance* of a rose alone may make us think of roses.
 The *taste* of luscious grapes will oft suggest to us fair Spain !

The most sensitive chords of the heart vibrate in Memory. There is a sacred preciousness conferred on common things by the mighty mover of the soul—ASSOCIATION. Who that has a soul can fail to notice this ? I shall never forget a very touching illustration of this principle, which happened a few years ago. I had just taught a noble, intelligent, promising boy, who was making good progress with the System, when I was called by other engagements from the town in which he resided. I was only absent a few days, and upon my return, I found to my surprise and grief, that my young friend was dead and buried. He had fallen a victim to an epidemic, which was doing its deadly work in the district with fearful vigour. When I called to see his mother, in an agony of grief she burst into tears, and when her emotions had partially subsided, and she had narrated the melancholy details of his departure, as the tears poured down her soddened cheeks, she drew from her bosom the papers from which he had studied my System, and, in words almost inaudible with sobs, she said, "Here are his papers, all tied together by his own hand, just as he left them. He was *so* fond of them. They were the last things that he touched, and as he lay and wandered in his thoughts, he said his pieces through without a falter. He spoke of you so fondly, and he asked me if his papers were secure. Oh, those papers ! I would not part with them for gems ! I love to see them, though they make me cry !" That was true poetry. There was no studied sentimentality there. Those were the pure, spontaneous gushings of a mother's soul !

The Science of Mnemonics enables us to place very frequently the spontaneous or involuntary operations of Association *under control* in such a manner as to insure one object or idea, suggesting at a future time some other particular object or idea which we may desire, and NOTHING ELSE! If we cannot thus render the laws of association subservient to our wishes, one idea will often suggest ANOTHER which we do NOT WANT!! This result is inevitable!!! Hence the importance—the absolute necessity of Mnemonical training!!!

In the mind of the ordinary thinker one idea may suggest another because there is a resemblance or relationship between them—because they are strikingly opposite—because one idea was thought of at the same time as another—or because one idea immediately followed another.

A *butcher's name* would strike the mind, if it were "Mr. Mutton."

A *bad man* would seem wrongly named, if he were "Mr. Good."

A *neighbour's child*, a mother knows, is just the age of "Freddy."

The *Fire of London* lit the streets, but just swept by the *Plague*.

Mnemonics affords the most powerful auxiliaries which human ingenuity can devise for rendering the foregoing principles available. Mnemonical association is a much more RAPID means of acquiring knowledge than ordinary repetition.

Many who have not thoroughly studied the laws of mind, which regulate the reproduction of ideas, have altogether ridiculed this opinion, having jumped at the conclusion that it must take much longer to *think* than to *utter*, whereas, a thousand unmeaning utter-

ances may produce less desirable results than one instantaneous association. It is astonishing with what readiness ideas may be combined, when a proper mode of operation is adopted. In fact, they may be united "as quick as thought," which is the climax of rapidity.

The lightning's flash, compared with thought,
Is slow in its career;
Thought in an instant girds the earth,
Or darts from sphere to sphere!

When the mind cannot easily pass directly from one idea to another, as in the illustrations given, the skilful introduction of a third idea, or of two or more other ideas, may insure our success. The Science of Memory shows how this may be best accomplished; and we should often feel indebted to it, if for that alone.

When we would cross a bridgeless stream,
The friendly swain we thank
Who leads us to some stepping-stones,
Or welcome rustic plank.

Mnemosyne's sweet voice but heed,
And you will soon be taught
To find ideal stepping-stones
To cross the stream of thought!

It is sometimes urged that the Science *is to be condemned*, because it affords means of communication where Nature has produced isolation; but we cannot admit this to be a valid objection.

The traveller is impeded oft
By rivers, rocks, and ridges,—
Nature's own work,—but who blames Art
For here supplying bridges?

Some who have favoured the world with their ideas upon Memory have been most emphatic in the recommendation that everything artificial should be dispensed with ; but it is a great question whether they could be thoroughly *consistent* in a civilized community. In fact, the more this suggestion is thought about, the more ridiculous does it appear.

Should any poet choose to sing
That it would not be bad
To put away Art's gay attire,
And be by Nature clad ;

Pray who, possessed of common sense,
Would think it was a pity,
To find there was not any one
Inclined for this *new ditty* ? (*nudity* !)

Some sapiently inquire, " Who with proper sight would put on glasses ? " We ask another question, " Who that wished to scan the horizon, would not like to use a telescope ? " Others, with perfect gravity, express the opinion that it is presumptuous thus to attempt to improve upon Nature by means of Art—that we are endowed with a certain amount of power of brain, with which it is our duty to be content. To this we reply :—

'Though Nature yields the fertile ground,
Yet man with Art must plough it !

There are two kinds of ideas—those which are easy to carry in the mind, and those which are difficult. The Science of Memory supplies us with aids by which we may represent several difficult ideas by means of one easy one—in the same way that we may have twelve clumsy penny-pieces represented by one small shilling ; or twenty shillings represented by one sovereign. It is said by some, that it may be

all very well for persons with weak memories to adopt such methods, but that those whose retentive faculties are strong, would do better without them. That this is an error, must be obvious.

If silver, gold, and copper coins,
Were lying in a heap;
And all that you could carry,
You were told that you might keep;

Would you, if feeble, take the gold,
But think it wise and proper,
To leave the other coins, if strong,
And load yourself with copper?

The objection that the Mnemonical Method is a round-about way of acquiring knowledge, is answered by its being nevertheless *the best way*!

One road is round-about, but safe,—
One straight, unsafe, and hilly;
To choose the *shorter way for speed*,
Is really very silly!

It is supposed by some that those only who are endowed with considerable intellect can succeed with the Science, as they imagine that the aids which produce such great results must be in themselves extremely formidable; but it is not so, nor is this strange.

A little power, rightly used,
Sets vast machines in motion;
And, aided by a compass small,
We cross the trackless ocean.

Many are under the delusion that the use of system necessarily involves additional mental effort; contending that, "not only must the required facts be remembered, but the Mnemonics also." Those

who are thus impressed may, perhaps, find the little problem satisfactorily solved below :

A set of joiners' tools a man
Once purchased, quite complete ;
And as he homeward went, his load
Got scattered in the street.

" Why don't you get a barrow, man ?"
Asked one, who chanced to pass ;
Our friend replied, with emphasis,
" Because I'm not an ass ! "

Then softening down, he said, " As 'tis,
I don't know what to do ;
So 'twould be mad to bore myself
With tools *and* barrow too ! "

MORAL.

In studying, take this advice,
Ere ready, do not start ;
But, as a vehicle for thought,
Use the MNEMONIC (C)ART !

If you ask " How long has Mnemonics been known ? " I reply—

The principles are very old—
Now don't say that I mad am,
When I assert I've little doubt
The very first man *had 'em* ! (Adam.)
His partner must have used them too,
I verily believe ;
And not a little, now and then,
But morning, noon, and *Eve*.

But the question thus flippantly treated deserves a more serious answer. I have given this subject special study, and should you desire to view Mnemonics in a graver light than that which is here thrown upon it, let me refer you to my little book,

"The DIVINE ORIGIN OF MNEMONICS," in which attention is directed to some very important, palpable, and startling facts, and the principles here expounded are further unfolded. Strange to say, the biblical facts to which I have therein alluded have been overlooked, and the Greek poet Simonides is generally said to be "the inventor of Mnemonics." That he especially availed himself of certain Mnemonical principles there is no doubt. His plan was based on Local Memory; he deposited thoughts *in places*, and his system of associating ideas with the various parts of rooms and buildings became a favourite study and pastime of the Greeks and Romans, and was a practice in which they greatly excelled. Many of the most celebrated ancient orators used Mnemonics practically with great success, and extolled it very highly. Our habit of saying "in the first place," "in the second place," and so forth, is supposed by some to have originated in this LOCAL, or as it is sometimes termed "TOPICAL" Memory of the ancients.

From Adam downwards Mnemonics has been more or less generally in use. The Israelites, the Egyptians, and every race and tribe of human beings, even the most untutored and degraded, until now have shown some signs of recognising its principles.

There are many records of the wonderful efficiency of various systems of Mnemonics, and of the seeming marvels performed by those who used them. Towards the close of the sixteenth century, Lambert Schenkel, a Mnemonist of great continental renown, was accused of holding communication with the devil; but as the case was not quite clear, he fortunately, though but very narrowly, escaped the horrors of the Inquisition. Had many of my pupils

lived in those days they would have been sacrificed to the superstition of the age, and no mistake (*miss stake*!).

Two modern systems are particularly worthy of notice,—“*Memoria Technica*,” published in 1730, by the Rev. Dr. Richard Grey, rector of Hinton, Devonshire; and the “*Art of Memory*,” by a German, M. Gregor Von Feinaigle, of Baden, who lectured upon the subject in France and England in 1807–8, and who published his system in 1812. Grey’s system consists principally in remembering *sounds*; Feinaigle’s in remembering *ideas*. Like the plan of Simonides, both these systems have been highly extolled, and have also been much abused *by those who did not understand them*. Undoubtedly they were very defective, but they deserved far better treatment than that which they too frequently received.

Although the Science of Mnemonics was so popular with the ancients, yet, at the present day, there are thousands who have never even heard of it; while many more may have just seen the name, but perhaps being puzzled how to pronounce it, have called it “some outlandish stuff,” or “some new-fangled rubbish,” and have thought no more about it. To those who have studied the subject thoroughly, and have long experienced the many advantages derivable from the system, it is sometimes amusing to observe how ready the superficial critic will depreciate and condemn that which is said in its favour.

The school to which I once belonged
 Was sporting in the fields one day,
 When, to our great discomfiture,
 A passing shower stopped our play;
 And off we scampered, helter-skelter,
 Into a neighbouring barn for shelter.

Two red-faced little farming boys
 Seemed much amused with all that passed,
 And on their chattering visitors,
 Their wondering eyes they often cast ;
 At length, one, with a knowing leer,
 Said, " I zay, Jack, doant um tork quear ! "

I smiled, and said within myself,
 " How oft we're like this little lad,
 Denouncing, in our ignorance,
 What others say, as being bad,
 When in ourselves the error lies,
 And not in those we criticise ! "

THE PRACTICAL UTILITY AND GENERAL APPLICABILITY OF MNEMONICS.

The thoroughly practical character, and universal applicability of Mnemonics, must be evident to all who rightly understand its principles, and who know the general requirements of the mind. Many men who possess a large share of talent, and who have concentrated that talent mainly upon one object—"business," which, by the bye, is a word of such *vast meaning* that it almost means *nothing*—"men of business" often say they think Mnemonics may be excellent for boys at school, or for students, or for public speakers, but not for THEMSELVES. This evidently shows an impression that there is one kind of intellect required for study, and another for business ; but this is quite a mistake ; there is simply a difference of application of the same powers.

What we may call the constituent parts of Memory are identical in the two. Thus, the same principle which can be applied to historical facts, will serve

for business transactions,—that which will fix the name of a *hero*, will secure the name of a customer; that which will reproduce a *date*, will recall a price, an amount, a ledger number, the hour of an appointment, or the starting of a train; that which will give a *derivation*, will give a technicality; that which would arrange a *speech*, will insure the remarks in an interview; and that which will aid in the remembrance of difficult *poetry* or *prose*, will assist in the recollection of addresses, and such sentences as,—

“Mr. William Stokes, Teacher of Memory, Royal Polytechnic Institution, London, W.”

“A man of business”—what is he?
 Of one of ten thousand pursuits he may be;
 He may sell things out by the farthing's worth,
 Or be one of the richest men on earth.
 He may keep accounts on an office stool,
 Or a thousand “hands” his head may rule;
 He may act at a counter, or counteract
 The want in others of business-tact;
 Tacked he may be to “tin” with tintacks,
 Or taxing his strength with chisel or axe;
 He may be in a workshop, a warehouse, a mine,
 Or in minor capacity elsewhere shine;
 If he's down in a pit; he may wish to be cityed;
 If in city employ, he may wish to be pitied; (pitted)
 He may keep in his house, or roam to Rome,
 And yet at his business be “at home;”
 He may travel all ways—by boat, road, and rail, say,
 Or always may travel in only one way;
 He may be in the field, he may be at the bank;
 He may scheme for his shillings, or his acts may be frank.
 But whatever he does, he must Memory use,
 Or faces, and places, and facts he'll confuse,
 And dates and amounts, and accounts he will lose:
 For we know, though to write is oft the right plan.
 TO FORGET NEVER PAYS WITH A BUSINESS MAN!

But the race of "merely business-men" is becoming almost extinct ; it is a very rare thing to meet with a man who prides himself upon knowing nothing, and caring for nothing, except that which appertains to his business. The man of business, and the student, theologian, philosopher, politician, man of literature and taste, and the public speaker, are often found combined, wholly, or in part, in the same individual, and the mere student, or man of learning,—he who knows only of men and things as he finds them *in books*,—will often, as a matter of prudence, give place to the intelligent "business-man," who knows men and things *as they are*. The business-man is especially supposed to know the desirability of economizing time, the value of system, and the necessity of despatch. Mnemonics, *rightly understood*, requires no "letter of *recommendation*" to the business-man, it is only when it is not comprehended that it meets with neglect, or with a rebuff.

To put aside for a moment the intellectual disadvantages arising from forgetfulness, it must be evident that, in a business point of view, IT DOES NOT PAY to have a bad Memory. To be ten times as long as we need be in mastering a given subject is bad enough, but it is still worse to have to suffer from daily, almost incessant forgetfulness—the omission of "*little things*," as they are called, but which often result in GREAT vexations, disappointments, and disasters. Frequent forgetfulness renders many people absolutely MISERABLE. Half their thoughts are REGRETS that they did not *say something* or *do something* at the right time. But it too often happens that no regret, however bitter, and no efforts, however energetic, can afford another opportunity for securing the same results which might have been obtained with ease had Memory done her duty promptly. To have

a bad Memory does NOT pay. ONE case of forgetfulness may cost a man a fortune, may nullify the effect of all his unceasing efforts for years, may blight his prospects for life.

Forgetfulness may be detrimental to us too in so many ways, besides mere loss of money. In argument, in pleading a cause, in endeavouring to obtain an object, by omitting to mention only ONE fact, or to make ONE remark, we may produce just the very opposite impression from that which we desired and intended, and may entirely mar a project. To use a somewhat paradoxical expression, many people experience life-long regret,—are constantly depressed BY THE REMEMBRANCE OF THAT WHICH THEY HAVE FORGOTTEN.

Mnemonics is an immense aid to the Memory, *indirectly* as well as directly, as it often enables us to fix ideas in the mind instantly so effectually, that to recur to them again in order to insure their retention, is quite unnecessary. Consequently we can bestow more *attention* upon those ideas to which we do *not* apply Mnemonics. The result is, that deep and lasting impressions are made *by this* PERFECTION OF ATTENTION; and this habitual, and ultimately almost unconscious increase of attention results in the *direct* improvement of what is called the "NATURAL" MEMORY.

Mnemonics has a twofold advantage; it enables us to obtain not only *accurate* knowledge, but more *extensive* knowledge. By Mnemonics, we can often accomplish *four* hours' ordinary intellectual work in *one* hour. It must therefore be evident that we have three hours to spare, which, if we like, we can devote to some totally *different* subject or subjects. So that by using *one hour out of four* Mnemonically, with *four hours'* study we get the results of *seven hours'* ordinary application. But it is probable that

we should not only use the *one* hour Mnemonically, but the *four*, in which case we should obtain the results of SIXTEEN hours' ordinary application.

Again, Mnemonics is indirectly productive of *general advantage, independent of Memory*. Independently, it is good physically, morally, and socially. For instance,—we will again suppose that four hours' mental work is accomplished with Mnemonics in *one* hour; the student has *three hours to spare*, one of which he can devote to cricket, gymnastics, rowing, or some other physical recreation; one to reflection, communion with his own spirit, self-searching; and one to writing letters, visiting the sick, or calling upon friends. This is plain, unsophistical reasoning, and the facts elicited appear to me to be worthy of the notice of all, particularly of those talented and self-sacrificing men who devote their lives to the public good. They are facts, too, which are especially commendable to the empty *talkers* of society, who delight in simply *expatiating* upon the value of time, the shortness of life, and the importance of *doing* as much good as possible. Clergymen using Mnemonics find it an immense boon; it makes them additionally useful; it gives them more time to prosecute their domiciliary duties, and allows them more time to themselves. With less anxiety, and with less than ordinary effort, they can prepare and fix in Memory the matter for their sermons, which are all the fresher and more valuable and more effective for the recreation which Mnemonics has *directly* and *indirectly* given them; and Saturday, instead of being a day of continuous toil, affords pleasing, profitable, and satisfactory reflection, and a "half holiday," in which to gather strength and energy for the hallowed duties of the coming day.

And now placing the illustration of the time-

saving, leisure-giving aspect of Mnemonics in another form, we may obtain a very valuable demonstration of the fact that the common objection, "I have not sufficient time to study Mnemonics," is a fallacious one. We will suppose a student has to master a task, and that, believing he has "*no time*" to acquire Mnemonics, he, without any "waste of time" upon a "roundabout plan" (?), makes a "*direct*" (!!!) attack upon his subject, and, after four hours' toil, he exultingly says to himself, "Well done; I know it!" He feels really pleased with his achievement, and cannot refrain from congratulating himself upon his remarkable sagacity in rejecting all system, and determines to proceed in his own way in future.

In what he considers "making haste," he is positively *losing time*. In the four hours in which he accomplished his task so cleverly, he might have learned a time-saving System which would serve him *through life*, and have mastered his task by the System into the bargain. And every hour of after Mnemonical study would, in itself, economize the time bestowed upon its acquirement. Any man who learns Mnemonics thoroughly, even though he may be slow in its mastery, may save the time thus given *a thousand-fold*.

"MOST HASTE, WORST SPEED."

You can start at once by the coach;
 You must *wait* if you go by train;
 And yet you will find, if you wait,
 Both ground and time you will gain.
 No more proof than this we need
 To see that "most haste is worst speed."

MNEMONICS A REQUIREMENT IN ORDINARY EDUCATION.

To instil the principles of Mnemonics into the mind of the young, should be one of the earliest endeavours of a parent :

For lisping babes may use the art
Before they know their letters.

Although THE SYSTEM MAY BE ACQUIRED WITH EASE AND WITH IMMENSE ADVANTAGE BY THOSE OF MATURITY, OR EVEN ADVANCED AGE, yet its adoption in childhood is highly desirable. Impressions are then made with the greatest ease, and the habit of thinking Mnemonically becomes almost *natural*. Youth is, moreover, peculiarly the time for study, and it must be infinitely more advantageous to possess the means of ready acquisition at the commencement of that period than at its termination. Elementary knowledge is more easily and more rapidly mastered ; advanced studies may be sooner commenced ; the brain is less taxed ; a love of learning is engendered ; and, from the cradle, the memory is exercised to the best advantage.

It is a well-known and much-lamented fact, that a great portion of the time devoted to study, with many children, appears to be almost uselessly employed, and the money expended upon their education is said to be but so much "thrown away." It is seen, also, that the most apt and studious are constantly forgetting that which they acquired, and this is so general that it occasions no surprise. It is remarkable that at school many tasks are inflicted which are known to be useless ; facts are learned which not one in a thousand *can remember*, although their *importance* is beyond all doubt.

In schools, the panacea for want of ability is gene-

rally supposed to be *increased application*, which is a most egregious fallacy : thus, often *the brain that has least power* is MOST WORKED, and the results are sad. The proper remedy is DIFFERENT application. From overlooking this fact, thousands of pounds bestowed upon education are annually wasted ; many backs are daily made to smart, and many young hearts are hourly saddened ; through this, too frequently the parents' hopes are blighted, the instructors' labours are in vain, and the pupils are sufferers for life. Not only is the education sacrificed, but the influence upon the children, both mentally and physically, is most depressing and prejudicial. The time which ought to be employed by them in healthful recreation, these poor little victims are often compelled to devote to extra study, till health ultimately gives way. It cannot be denied that many good, willing, and persevering children are slighted, pitied, despised, and punished, because they have bad memories. For parents or guardians to allow these things to continue, knowing that there exists a remedy, is most unwise, and is little short of absolute barbarity. Every child, from the most obtuse to the cleverest, may be greatly benefited by the system. Many children who are thought to be naturally "dull," are possessed of latent talent which Mnemonics, and Mnemonics only, can bring forth with most resplendent brilliancy. The effect of Mnemonic teaching in schools is something almost past belief : it has been successful, when coaxing, bribes, and punishments have been of no avail ! Parents acquainted with these facts should at once have their children instructed in the Science, and should express to the principals of schools a desire to encourage it as an ORDINARY AND INDISPENSABLE BRANCH OF EDUCATION.

It is generally beyond the power of the school-master to introduce EFFICIENT Mnemonic teaching,

without the co-operation of the parents, as the expense would fall heavily upon ONE, which would be but a trifle, if shared by many. This should be remembered, for the principals of schools would often gladly introduce Mnemonics as a permanent study, if they had the ability ; BUT WHEN THEY MAKE AN APPEAL TO THE PARENTS, THEY RECEIVE NO RESPONSE. Doubt as to the efficiency of Mnemonics is unquestionably the principal cause of this, for no wise parent would ever begrudge the small amount of expense involved. We have, most of us, heard of the old lady, who, upon being informed by a schoolmaster that her son was unable to learn, as he had no capacity, replied, "Then let him have one at once, I do not care what I pay for it." And much has she been laughed at ; but, though ignorant, she was a sensible and affectionate mother, and was far more worthy of respect than those who, knowing the value of Mnemonics, which in effect is "a capacity," would wilfully withhold it from their children ! In schools, Mnemonics should not only be taught, but should be taught *in earnest* ; should be well kept up. Children may derive an immense amount of advantage from only two or three hours' instruction, it is true ; they may use the System from the time they are taught to their dying day, but it is equally true that they *may not*. The adoption of Mnemonics should not be thus left to their option or discretion, when it can possibly be avoided ; for it is quite certain that many would not have the wisdom to turn the System TO THE BEST ACCOUNT, in fact they COULD NOT, unless they were assisted in their endeavours. The value of the Science of Memory will never be fully experienced until its real importance is recognised sufficiently to make it the subject of CAREFUL AND CONTINUED STUDY. Should a few lectures upon Mnemonics be delivered in a school,

and no more notice be taken of the matter, ought it to occasion any surprise if comparatively little good result? Who, that knows anything of practical education, believes in simply *lecturing* to boys? Lecture in like manner upon other subjects, and where would be the character of your school? If any ordinary instructor were to dare to treat history, language, or any other recognised branch of education in the same careless and neglectful manner, censure would very justly be heaped upon him, and his reputation as a teacher would be most materially, in fact almost irreparably, damaged. Then what shall we say of the men who, entrusted with the responsibility, the sacred charge, of education—the drawing out, the expanding, the moulding of the minds of our helpless little ones, of our future men, dare to neglect, oppose, thrust out, and trample upon, the most efficient means within the whole range of science for facilitating the acquirement and retention of all knowledge? Such negligence is not only prejudicial to those who are supposed to be properly instructed, but it is dishonest to those who pay for the instruction. To keep a child *three months* fruitlessly attempting to master, by ordinary study, that which he would easily accomplish with Mnemonics in *three weeks* must be, in effect, a shameful and cruel robbery. I unhesitatingly assert that it is not only the duty of an instructor to teach in a manner which he, in his ignorance, *believes* to be best, but to keep a watchful eye upon the modifications, developments, and improvements which are constantly presented in education and in educational appliances; and while carefully guarding all that is really good from displacement by that which is inferior, to take care to adopt, as far as possible, that which *is* the best.

Educators should remember that they have a two-

fold duty to perform ; not merely to show what to learn, but *how to learn it*. Every task has its difficulty, every difficulty has its antidote. The "plodding" theory is a good one ; those must work hard who wish for eminence ; yet the admirable motto, "*Try, try, try again,*" is the great refuge and stronghold of educational inability ; "TRY THUS" is the language of efficiency !

Some educators assert that it is impossible to get children to apply Mnemonics to their school-work, they have tried the experiment, and it was a complete failure. The completeness of THEIR failure may be readily believed ; but it is not equally easy to infer that it is therefore impossible for others to succeed in that which they have failed to accomplish. The fact that children DO apply Mnemonics to their school-work also militates greatly against such a conclusion. We must dispute their inference, while we admire their modesty, and lament their non-success. When Mnemonics is properly imparted, the children are invariably pleased, and will adopt it readily ; but they manifest a thorough abhorrence for the truly detestable stuff which is sometimes thrust upon them under that name. Mnemonics badly taught does far more harm than good—the second-hand or home-made Mnemonics to be found at times in schools is mostly of this nature. AN EFFICIENT MNEMONIC TEACHER SHOULD BE IDENTIFIED WITH EVERY EDUCATIONAL ESTABLISHMENT, AND A PORTION OF EACH DAY SHOULD BE DEVOTED TO THE SPECIAL STUDY OF THE SCIENCE, UNTIL THE PUPILS ARE SUFFICIENTLY ADVANCED TO REQUIRE NO FURTHER ASSISTANCE. This would necessarily interfere slightly with previous arrangements, but although it would occupy a few minutes daily which might be employed upon other subjects, yet MUCH TIME WOULD ULTIMATELY BE SAVED.

One very great advantage in Mnemonics is, that it may be introduced into any school, at any time, without interfering in the least with the plan of instruction usually adopted—it *harmonizes with everything*. Thus, if it were to be simultaneously adopted by a number of schools, each of which differed from all the rest in the books used, and in the general mode of instruction, each school would advance rapidly, and would at the same time retain its own special characteristics.

Mnemonic teachers are not always favourably regarded by general instructors ; the latter too often manifest a degree of antagonism which is very unbecoming ; or should there be no positive *opposition*, there is frequently a *withholding of assistance*, which is extremely detrimental to the advancement of the Science. But those who understand the human heart will not be much surprised at this. Fancy having toiled for years at some pet study,—try to realize the idea of having become “an authority” upon your favourite topic,—only think of being acknowledged “a great gun” in certain matters,—know that you are famed for aptitude in teaching ; and then imagine, if you please, that some intruder suddenly appears who, as it were, by mental magic wafts mere babes beyond you. Hear him assert that all who are not idiotic may do with ease what you have done—and more ! Say, could you hail him as a friend ? If so, you are noble-minded. Perhaps you say you would. Just think again ! Would you not wish that he had failed, that you might still have shone ? Would you accord to him due praise, and try to aid his Science ? You would ? Then you are good ! We must admire you greatly ! Actions, ’tis said, speak louder far than words ! *How will you aid Mnemonics ?*

Prejudice exerts a powerful influence, even upon the most enlarged, refined, and elevated minds.

Many learned and clever men, who are engaged in education, have said they cannot see the value of Mnemonics !

'Tis strange that they should not perceive,

What some men can discern so clearly.

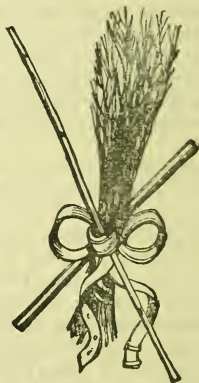
"None blind as those who *will not see*,"

Of which this is an instance merely !

Some people seem to think that if they have a "good school," that is to say, one which *pays* them well, and if they are "*supposed*" to be teaching in the most efficient manner, there is no reason for their endeavouring to effect any improvement in their mode of instruction, and either by opposition or apathy they check all who would introduce anything advantageous within the immediate scope of their jurisdiction.

On one occasion, when I was endeavouring to convince one of this class, of the value of Mnemonics, after I had expended a good deal of breath in the effort, he replied, "Well, I am very much obliged to you indeed, Mr. Stokes, for your kind consideration in coming to me to tell me how I ought to teach, but somehow or other I have managed to do very well without any Mnemonics so far, and I dare say I shall be able to continue. I have had nearly forty years of constant teaching, and I *fancy* I know how to deal with boys ; I tell them what I intend they are to learn, and if their Memory requires any assistance, I find the cane, or a strap, or something of that kind is as good as anything. He is the best friend of boys who is not afraid to hit them." Happily this theory and practice is rapidly dying away, and a more humane system of teaching is being adopted. The expediency or inexpediency of making use of corporeal punishments in schools, for bad conduct, is not a matter for discussion here, but most emphatically do I protest

against the folly and barbarity of thus punishing "good" boys for *inability*. I knew of a school, some years ago, in which the master had either dislocated, or otherwise injured, the thumbs of more than a dozen boys, through hitting them on the hand with a large ebony ruler, the punishment having been administered in several instances, simply because the boys *could not* remember their lessons.



ANTI-MNEMONICAL AIDS TO MEMORY.

Cane, birch, and ruler,
And strap in a *true lover's knot*!

It is scarcely possible for anybody to hold in higher estimation than myself the talent, pains, and anxious care bestowed by educators generally upon those under their charge. Many bear patiently, lovingly, pleasurably, more than a hundred-fold the responsibility of a parent; and laboriously, but quietly

and scrupulously, fulfil the manifold duties devolving upon them—duties which can never be fully known, and consequently can never be fully appreciated by any but those who are in some way identified with the inner life of educational establishments.

Every parent who has anything approaching correct ideas upon this matter, must feel that, notwithstanding whatever he may have *paid*, if his child has been under such influence, there must always be a debt of gratitude to the faithful guardian and instructor. But while rejoicing that I can from my heart bear testimony to the kindness and efficiency of instructors as a body, yet it would be untruthful and reprehensible on my part to assert that I believe *all* of them to be alike. For years I have been occupied in a kind of intellectual missionary labour, I have personally, and by means of a staff of representatives, introduced the subject of Memory and Mnemonics to many who are avowedly the supporters and promoters of Educational advancement, and their words of sympathy, indifference, or antagonism are ringing in my ears. I am sincerely indebted to several schoolmasters for their kind and hearty co-operation, but others have tried all in their power to thwart me, being under the impression that I “should give them more work.” One very morosely told me he thought I ought to be ashamed of myself; schoolmasters had quite enough to do “*to make boys learn*,” he did not know what they would have to do if they had *to teach them everything*.” To such as these—I hope there are but few—I dedicate the following parody on Southey’s remarkable answer to the inquiry. “How does the water come down at Lodore?” *

* Southey’s description of the cataract of Lodore consists of a lengthy combination of words, which do not tend naturally to suggest each other; and, for committing to memory, it is pro-

HOW DO OUR LITTLE BOYS LEARN THINGS AT SCHOOL?

- 1 Here they sit muttering,
- 2 And there they stand stuttering,
- 3 Now sighing while trying,
- 4 Then sobbing while crying ;
- 5 They try on in vain, and then get the cane,
- 6 After which, themselves seating,
- 7 They go on repeating,
- 8 Perplexing and puzzling their poor little brain.

- 9 While moodily thinking,
- 10 Their fingers they're inking,
- 11 Their books they're dog's-earring,
- 12 Each page they are *tear*-ing,
- 13 The leaves they are thumbing,
- 14 While their master is coming,
- 15 Then on they go humming,
- 16 Sound after sound ;
- 17 Words mumbling and jumbling,
- 18 While constantly stumbling,
- 19 The sense they confound.

nounced to be one of the most difficult pieces of composition in the English Language. It was therefore selected by me as an illustration of the efficacy of my System. It has sometimes been repeated by more than fifty pupils at once, varying from less than eight to more than eighty years of age. It will be seen from the Published Reports and Testimonials that this piece, containing seventy lines, can be said accurately not only from beginning to end, but from the last line to the first; that any line can be quoted instantly in conjunction with its number, and that the number can be given corresponding with any line. The extraordinary rapidity with which it has been learned is also specified. Chambers' Journal, referring to my lectures and demonstrations, which it designates "The Wonders of Mnemonics," at the Crystal Palace, says of Lodore :—"It would not, perhaps, be an exaggeration to say, that, with the majority of people, it would be next to impossible to get up this piece of poetry from mere repetition." It is particularly worthy of note, that the System is equally available for any other poetry or prose.

20 With reading now speeding,
 21 The sense never heeding,
 22 They jabber away, the same things they say,
 23 The schoolmaster seeming
 24 As not the least dreaming
 25 A hint they are needing
 26 As to their proceeding
 27 To learn the right way.

28 He again takes their book
 29 With a serious look,
 30 And he says, " You bad boys,
 31 Though you've made so much noise
 32 That I nought else could hear,
 33 It is now very clear
 34 That you did not attend ;
 35 So your hands now extend,
 36 For some cuts with my cane,
 37 And then try might and main,
 38 For I really declare, if your tasks you don't learn,
 39 I will thrash every boy in the school in his turn ! "

40 Then again they're proceeding, or rather, receding,
 41 Because they're not heeding the drift of their read-
 ing,
 42 Forgetting, and letting thoughts through their
 brain's netting :
 43 Confusing, thoughts losing, Mnemonics not using.
 44 Thus " studying," thought muddying, their faces
 not ruddying,
 45 Impatiently twisting, from study desisting,
 46 Perceiving their minds they have only been misting,
 47 Thus tiring, desiring the school-time's expiring ;
 48 A facial tracing upon their slates placing ;
 49 Reflecting, expecting upbraiding dejecting ;
 50 Fretting, regretting their Memory wants whettin^g ;
 51 Saddening, half-maddening, no thought that ^{is}
 gladdening ;
 52 Groping and moping, and not the least hoping

- 53 With all their "*hard tasks*" they can ever be
coping,
54 They sit and perspire, till they really desire
55 That their books and their master were both in the
fire.
- 56 Impositions enduring, inflicted for curing the
partial securing of thoughts not alluring,
57 They lose half their playing, as in they are staying.
58 Until all their tasks word for word they are saying,
59 By sound, and not sense—just like small donkeys
braying.
- 60 Disgust in them lurking, facts in their mind jerk-
ing,
61 Very hard-working, in trying work-shirking.
62 Attention dividing, with partial self-chiding,
63 And fearing more tasks, and perhaps a "good
hiding;"
- 64 Worrying, and flurrying, and hurrying, and skurry-
ing,
65 Not knowing how going, for want of more showing,
66 To which half their trials and troubles are owing.
67 Their time thus misspending, to small results
tending,
- 68 Sounds and notions they rarely, if ever, are blend-
ing.
- 69 Without any method, without any rule,
70 In this way our little boys learn things at school!

W. S.

The assiduous Mnemonist must always have a great advantage over many people around him, for it matters not how plain a fact may be, or how obvious the advantages arising from its recognition, there are always numbers who will NOT avail themselves of the benefits they might enjoy. With a cheap press, some rarely read; with rapid trains, some never travel;

with people's parks, some take no air; and with Mnemonics, as readily obtainable as the pure fresh air or the clear, cold, sparkling water, many would never use it; they would say, "I don't think much of it."

Portions of the "don't-think-much-of-it" tribe unfortunately infest almost every locality—an evil to be found in nearly every circle. Their words are more expressive than they intend: in truth, they "*do not* THINK much;" it would be better for them, and for those around them, if they did. They are people that the thinking man should ever be on his guard against. They often appear to try to make amends for the non-use of their brain by the flippancy of their tongue; but take their opinion for what it is worth, and you will have to complain of *nothing*! It is impossible to exclude the "don't-think" fraternity from having anything to do with Mnemonics, but could I address them individually or collectively, I would by all means advise them either to THINK and study the Science properly, or else leave it alone, as they could get no good, and others who *would* "THINK" might be deterred from its adoption through their indifference, or dissuasion. Such talking as this is very "plain English;" but, notwithstanding, there are many who scarcely seem able to understand it. They cannot discern the difference between an "AID" to MEMORY, and a SUBSTITUTE for APPLICATION. The majority of those who "don't think much of Mnemonics" have either never mastered its elements, or have neglected to apply its principles.

At the conclusion of one of my Illustrative Lectures, the following conversation took place at the foot of the platform.

Old Lady. Mr. Stokes, I have been very much interested with your lecture this evening, and I am

delighted with the Illustrations of your pupils ; and I want you to be good enough to tell me whether your System would benefit my son.

Mr. Stokes. Well, madam, I presume it would, unless he is afflicted with weakness of intellect ; and it might do so, even then.

Old Lady (with half-indignant smile). Weakness of intellect !—Oh, no !—I'm happy to say my son is considered to be very clever ! My reason for asking you, is, because he learnt a System some years ago, and didn't derive the slightest advantage from it afterwards.

Mr. Stokes. Indeed ; to what did he apply it ?

Old Lady. Oh, he didn't apply it to anything ; he has often told me he has never used it.

Mr. Stokes. Then that will at once account for his not having derived any advantage. No Method can prove beneficial, unless it is used !

Old Lady. Then you wouldn't recommend my son to learn your System.

Mr. Stokes. I never "recommend" *anybody* to learn it. I simply make known its advantages, give proofs, and leave people to do as they please. I can guarantee that all who will employ it, will be benefited by it ; but I think it must be evident that it cannot prove an assistance unless it is used.

Old Lady (in a voice indicative of unbounded surprise, and immense disappointment). Dear me ! How very strange !!!

These manifestations were productive of a kind of feverish excitement in my brain, which was somewhat allayed, however, by the perpetration of the following doggerel, of which I could only have been guilty under such mitigating circumstances. These verses, and all their imperfections, are dedicated (without permission) to those by whom they were

suggested,—the inquiring Old Lady and her “clever” Son,—and everybody like them :

THE DOZER.

A man once had a great desire
To warm himself, so lit a fire,
But didn't stir nor feed it ;
But having felt the genial rays,
Imparted by the welcome blaze,
He dozed, and didn't heed it.

He woke—and found the fire was out !
You'll smile at what he said, no doubt—

At least, I think that you will :—
He didn't say, “ I'm much to blame,
Because I've not kept up the flame,”
But said, “ *Confound that fuel!*”

Now, in a way that's much the same
A System often gets the blame,
When idle folks neglect it ;
They think that it will act alone.
I'll tell you in an under-tone,
“ *They're silly to expect it!*”

Public speakers frequently experience great difficulty in fixing in their Memory ideas which have no logical connection. This is easily managed, however, by those who use Mnemonics. It matters little how the ideas may be presented, they can all be secured. And this power of retaining things without sequence is not peculiar to *ideal* Memory simply, but extends to *verbal* Memory also. The most remarkable disjunctions of thought, and the strangest combinations of words may be fixed in the mind by Mnemonics, with comparative, and, in many cases, with absolute ease and facility. The following conglomeration of

ideas will serve as an exercise for those who find it difficult to learn except by logical association. I have penned it in order to exhibit, in a ridiculous light, the common folly of cramming a bad memory, and to illustrate, in an exaggerated form, the effects of learning facts in isolation; and, absurd as it may appear, it is not *ridiculously* but *lamentably* true, that if many who have "studied" after this fashion were called upon to string their thoughts—to put them into shape—to show *the relationship of facts*, they would produce something almost as incongruous.

THE PERSEVERING STUDENT.

A Dream of a Non-Mnemonist.

A Non-Mnemonist, who has in his mind an accumulation of disconnected facts, is supposed one evening to read "Stokes on Memory," is struck with the value of association; and, while trying a little thought-linking on his own account, he falls asleep, and dreams thus of

A PERSEVERING STUDENT.

Seeing it was highly important he should make haste, he delayed as much as possible; and desiring an accurate knowledge of Chronology, he forthwith studied Greek. Having great faith in early rising, he lay in bed till twelve, and sat up late. Knowing he possessed a remarkably sieve-like memory, he poured knowledge into it as fast as possible, in order to obtain a "full mind." At his examination, the results were most satisfactory, for, on finding himself "plucked," he consoled himself with the thought that he had not been idle, and decided upon devoting

another year or two to similar study. He, however, soon fell again into indolent habits, and became seriously ill from over-application. His medical advisers suggested change of air in the country, but, dreading sea-sickness, he decided on going by rail to the Isle of Wight. While there, he visited Carisbrook Castle, in order to obtain a correct historical idea of the battle of Hastings. During his stay, it was also his intention to have visited the state apartments of Windsor Castle, but, reading in the *Times* that the Queen was at Osborne, he at once abandoned the project, and returned to town partially convalescent, in a light overcoat and disgust. Thus baulked in his historical projects, he was musing over his disappointments, when, peeping from the window of a Hansom cab, he saw some pictures for sale, was struck with their appearance, and, fancying he recognised some familiar historical subjects, he alighted, and succeeded in adding to his already valuable collection. Amongst others, were Charles the First, practising his far-famed hoax at Boscobel, in the New Forest; a representation of William the Conqueror and Queen Elizabeth going out hawking, taken from a photograph on the spot, by the London Stereoscopic Company; also a splendid view of William Tell, shooting Goliath on the plains of Runnymede, Sir Christopher Wren in the background, discovering the laws of gravitation, while watching the circulation of the blood in a frog, and seeing a pumpkin fall from an apple tree. A little to the left, was Shakspeare writing "Paradise Lost," while holding a horse outside Drury Lane Theatre, and, out of sight in perspective, was clearly discernible the Scroll of Fame, or the Newgate Calendar, entirely re-written, at immense expense, with a thorough change of all the characters; printing by steam at the shortest notice;

an ordinary daily at six o'clock; and Richard III. spoiling oatcakes, preparing for Alfred the Great in the Tower. Brighton and back for three shillings; all the way for threepence, Holborn, Oxford Street, for the Polytechnic, and Madame Tussaud's! Jump up, sir! Jump up!—and here our Non-Mnemonist unfortunately awoke!

If difficulty were experienced by the ordinary learner, in *repeating* the foregoing, it would probably arise from its *perplexing* the *intellect*; but there is another difficulty which is sometimes far more formidable—perplexity of the *tongue*. I wrote the following lingual gymnastic exercise, which presents this difficulty in a remarkable degree, expressly for my pupils, many of whom, like myself, have learned somewhat similar things upon a smaller scale in other letters; but I introduce it here, trusting it will be acceptable to the general public, as it is pronounced by competent judges to be "*the purest and finest piece of alliterative composition in the world!*"

MY M-MADE MEMORY MEDLEY

MENTIONING MEMORY'S MARVELLOUS MANIFESTATIONS.

Memory Means Mind—Mind Means Memory. Memory Most Mysteriously Makes Mental Memoranda. Matured Metaphysical Meditation Manifests Memory Man's Mighty Maker's Manifoldly Marvellous, Magnificent Masterpiece. Memory Makes, Moulds, Modifies, Moves, Maintains Mind; Memory Moves Man's Mouth; Memory Manages Man's Manipulations. Multitudinous Misfortunes Mark Meagre Memory, Municipal Mismanagement, Maritime Mishaps, Mercantile Miscalculations. Meagre Memory Means Mystification, Misconception, Misunderstanding, Mournful Mental Malady. Many Men Meditating

Merge 'Mid Mystification, Mostly Meaning Mismanaged
 Memory. Meagre Memory Makes Many Men Mere Mute
 Mummies. Mould Memory, Manage Memory: Make
 Memory Meditation's Mind-Making Material. Mere Me-
 chanical, Muttering Memory Makes Many Men Mere
 Meaning-Minus Magpies. Memory, Managed Methodically,
 Manifests Marvellous Might. Many Maddened Masters
 Murmuringly Mistrust Meritedly Mistrusted Menials'
 Muddly Memories. Menials' Message-Mangling Mis-
 conduct, Magical Modern Memory Methods Most Mate-
 rially Mitigate. Memory Methods Master Most Marvellous
 Medleys. Miss Market-Much Might Memorize Meat,
 Mustard, Mushrooms, Melons, Marmalade, Milk, Mullets,
 Mops, Matches, Medicine, Myrrh, Musk, Muslin, Music;
 Moreover Many Miscellaneous Momentous Messages.
 Many Men Much Misunderstand Memory Methods, Making
 Mental Mazes Much More Mysterious; Making Mere Mole-
 mounds Mule-Maddening Mountains; Making Minutest
 Mites *Mighty* Mammalia. Many Men Mentally Merely
 Move Mobward, Mingling Mimicked, Meaningless Murmur-
 ings 'Midst Misty-Minded Men's Maniacal Mutterings,
 Menacing Memory Methods' Mutilation. Mildly, Manfully,
 Mockingly, Memory Men March, Maintaining Majesty.
 Mercenary Motives, Mistaken Monetary Management, May
 Make Many Meanly Miss Mentally Masticating Memory
 Methods. Moral Men Manifesting Manly Motives May
 Mention Memory's Marvellous Malleability, Making
 Memory's Maximum Man's Mental Meridian! Murky-
 Minded, Misanthropic, Monopolizing Men May Malevo-
 lently Mutter Many Mischievous, Malice-Moulded Maledic-
 tions, Mockingly Mistrusting Memory Methods. Memory
 Methods Master Minutely Many Manuals, Mosaic Maxims,
 Mediæval Memorables, Masonic Mysteries, Mechanical
 Movements, Mineral Mixtures, Medicinal Metamorphoses,
 Musical Measure, Mathematical Materials, Mercantile
 Managements, Momentary Mementos. Memory Methods
 Might Make Monarchs, Ministers, Members, Mayors,
 Magistrates, Mouth Most Mightily, Minus Manuscripts.
 Memory Methodically Manifested Makes Man Muscularly,

Mentally, Morally, Mercantilely, Much More Manly.
 Memory May Make Metropolitan Manufacturers Manu-
 facture Many Most Magnificent Materials, Merely Marking
 Mentally Modistes' Modified Matchless Models. Memory
 Makes Money-Moving Merchants Mass Many More Money-
 Mounds. Memory Makes Morose Men Much More Man-
 nerly. Memory Makes Men's Motto "Mutely Miss
 Mischievous Meddling." Memory, Marking Man's Mis-
 guided Mind, Makes Man Merciful. Mingled Mortifications,
 Minus Merciful Memory, Make Minor Mistakes Miscreant
 Misdemeanours. Memory, Methodised, Makes More
 Magnetic, Meltingly Melodious, Meekminded, Modest,
 Marriageable Maidens. Memory Makes Mothers Manage
 Minutest Multitudinously Miscellaneous Matters Merito-
 riously Maternally. Memory Makes Model Men Matchlessly
 Master Mimicry. Memory Makes Mimics Mimic Minutely.
 Mind — *Memory!* Mockingly, Maddeningly, Manages,
 Masters, Manacles Men's Mere Muscular Might. Memory
 Moulds Man's Musings; Millionaires' Musings May Mark
 Mouldering Marble Monuments, Mutely Mentioning
 Magnificent Munificences. Military Men, Musing, May
 Mark Muskets, Matchless Marksmen, Mortars, Majors,
 Men, Movements, Manceuvres. Milkmaids' Musings May
 Mark Mist-Moistened Meadows, Mirthful Milkmen Merrily
 Milking, Millers, Mills, Men Mowing, Moving Mud-Mounds,
 Minding Mares, Managing Mangers, Malting; Master's
 Mansion, Master Making Market Memos.; Mistress Making
 Mincemeat; Miss Millie "*Musicking*;" Master Matthew
 Meeting Miss May Marry-Me. Man's Misconduct Makes
 Meditation — *Memory* — Mental Misery. Murderers' Morbid
 Minds Meek Morpheus Molests, Making Midnight's Myste-
 rious Musings Merciless Mental Martyrdoms. Methodical
 Memorizing Means Mating Mentally — *Mark!* Minister Man-
 uscript — Manuscript Mission — Mission Money — Money
 Missionary — Missionary Mohammedan — Mohammedan
 Meditate — Meditate Misconduct — Misconduct Mediator —
 Mediator Messiah! Mark, Moreover, Memory Methods
 Make Mixed Mental Masses Most Marvellously Manage-
 able. Meagre Memory, Moderate Memory, Mighty Memory,

Method May Magnify Much. Mentioning My M-Made Memory Medley, May Make Many Melancholy, Moping Men Manifest Much Merriment. Many Merely Muttering My M-Made Memory Medley, May Make Multitudinous Mistakes. My Memory Men May Memorize My Matchlessly Mouth-Martyrdomising M-Made Memory Medley!!!

W. S.

There is scarcely any other Art which can be so easily, and so rapidly acquired as that of Mnemonics, if it is efficiently taught and properly studied. Its principles may be clearly explained orally, and their application demonstrated, in two or three hours, in such a manner that the listener of ordinary capacity may at once, not merely understand the system, but may *use* it! To derive full benefit from the method, however, it is not only necessary to comprehend certain *principles* and modes of thinking, but it is IMPERATIVE that a Mnemonical Key or Keys should be thoroughly mastered—mark the term “MASTERED”—I do not say “understood,” but “MASTERED,” by which I mean should be known so perfectly that they may be repeated with unerring accuracy INSTANTLY without any reflection, or any conscious mental effort; in fact, with no more effort than is required to *count* correctly. Nor is this difficult; a Mnemonical Key, with which great results may be produced, may be *taught Mnemonically*, with ease, in *less than two minutes*, presuming that the instructor is qualified for his duties, and that the pupil has a willing, or rather a *passive* mind, if he will do as he is told, will concentrate his mind upon what he is supposed to be about, and will not audibly or mentally ask fifty questions “as to the why and the wherefore” of what he is requested to do. In order to avoid an immense amount of unnecessary introduc-

tory explanatory detail, it is often desirable that the Mnemonical student should, as it were, follow his instructor quite "in the dark ;" in fact he must cheerfully consent to the first duty of a soldier—"Obedience!" If he is told to do that which to him appears to be useless or DIFFICULT, he must do it, or at least try to do it, and if he is re-assured that he will ultimately succeed, *he must try on till he can do it!* And this course of action he must adopt, not only as long as he is under instruction, but until he has obtained the power he desires. This is no more than is expected in reference to other studies.

THE WRITING LESSON.

A little boy sat at a writing-desk,
 His head was sideways hung,
 And I can't say which he flourished most,
 His pen or his out-stuck tongue ;
 His fingers, which held his pen, were cramped,
 And his fingers' ends with ink were damped.
 His master, when he came that way,
 Said, " Look my little friend—
 With all your might try to sit upright,
 And your fingers do not bend ;
 You will then improve at a rapid rate,
 And will some day write like copper-plate !"
 The little boy stopped, and heaved a sigh,
 With his inky fingers he rubbed his eye
 (For the little boy was beginning to cry),
 And he sobb'd, " Well really, sir, I try,
 But can hardly make a letter ;
 When I bunch up my fingers in my own way,
 I can write a great deal better."
 But he tried again, as he'd been told,
 Till his hand grew free, and his writing bold ;

And since, as a man, he has often smiled,
 At the way he wrote when a little child.
 And thus Mnemonics may seem at *first*,
 To be of all things the very worst
 For aiding the Memory—really no aid,
 But quite the reverse—expressly made
 For retarding and perplexing.

But only try, just persevere,
 And the mental fog from your brain will clear,
 And you'll do in a week the work of a year;
 And you'll say you think it a horrid bore,
 That you didn't learn the plan before,—
 This, only this, will be vexing!

W. S.

All who give the subject a fair share of attention will perceive that in many things, by Mnemonics, we may easily accomplish, not simply more in a week than we could in a year, but positively more than we could in the *whole of our lives* without it. For instance, a public speaker may dispense with notes for an ordinary speech after a *few minutes' Mnemonical instruction*, and may speak more freely and more effectively than he ever could if using them. And a listener, by Mnemonics, may be able to repeat from Memory an ordinary sermon, lecture, or speech more accurately than he who delivered it. Or a law student or a barrister may fix and arrange in his mind a multiplicity of dry, perplexing details, which otherwise would escape from his Memory. Or a student of history may indelibly impress upon his mind hundreds or even *thousands* of dates in the course of a few hours, and thus with other things innumerable. But there should be rational limits to the expectations of those who are not fully acquainted with the results of Mnemonics. It is wise to inquire and to obtain correct ideas upon the subject, so that no

erroneous notions may be formed. Many people, knowing that great things have been accomplished with the aid of Mnemonics, take no pains to ascertain what things, or how mastered, but at once indulge in all kinds of revellings in imaginary achievements and fabulous acquisitions, which become to them so *real* that they are superlatively *disgusted* with Mnemonics, and Mnemonists also, if they ultimately find that they have been vainly cherishing error, and from the one extreme they go to the other, and arrive at the conclusion that Mnemonics must be "*all twaddle*," that there is "*nothing in it!*" That this is very unwise procedure, it may be thought scarcely necessary for me to say, but I cannot refrain from *emphasizing* the folly of such conduct, as I have frequently met with such

STRANGE SUPPOSITIONS.

I should like just to tell you, yet fear to disclose
 The very strange things which some people suppose,
 And say in real earnest, without the least fun,
 By a system of Memory they think can be done.
 These conjectures, expressed in a manner quite serious,
 Might make one suppose the supposers delirious.
 But at once to the point, lengthy prelude may weary us.
 Some people suppose (you may not think it true
 But though you may doubt it, yet really they do),
 They "think," as they say (*I* say "*don't think*" instead)
 That whatever is thought of, whatever is read,
 Whatever is dreamt of, whatever is said,
 Will for ever remain firmly fixed in the head.
 That a mental alarum is placed in the pate,
 That prevents its possessor from being too late
 When he's made an appointment, and also can state
 Not the hour alone, but the day and the date.

That a man with a memory just like a sieve,
 Who could not learn four lines, though a premium you'd
 give

For such a performance, as sure as you live,
 At the end of one lesson the world would astound,
 That "Paradise Lost" in his head might be found,
 And the pith of each book that has ever been bound.
 That the business-man would no longer require
 His day-book or ledger, as at his desire
 He could tell the amount that was due from each buyer.
 Mr. Quiz-Pate, who every bald-head is scanning
 And comparing with casts of Rush, Palmer, and Manning,
 Could learn two things at once, he forms the conjecture—
 All the heads of an audience, and the heads of a
 lecture.

Miss Sentiment thinks (who has written a sonnet),
 That at church she, as now, could detect a new bonnet,
 And remember its shape, and each flower upon it,
 And take home the sermon *verbatim*, and con it!
 Mr. History-less thinks an intuitive knowledge he
 Would have of events, and a perfect chronology.
 Then he's not up in maps, and as that the case is,
 He thinks he must learn twenty thousand famed places.
 Mr. Lexicon thinks that in less than a week
 He could easily master both Latin and Greek,
 And could all modern languages fluently speak.
 Mr. Barren-brain fancies the plan will him teach
 To make a clear, thoughty, and eloquent speech—
 In fact he must enter the church—he must preach!
 Mr. Whitehead presumes, though at old age arrived,
 He will find that the System has been so contrived
 That all he's forgotten will be quite revived.
 There are not a few fancy that I can impart
 In exchange for a fee, the Mnemonical Art
 Without the least effort *to learn* on their part.
 When fees proffered thus with respect I refuse,
 Both me and my method they forthwith abuse—
 "It is not worth a fee, if a thing you must *use*."
 To narrate *all* supposed, would a volume require

Which, if written, no doubt would be put in the fire;
 So I'll stop, as I now have said all I desire,
 Except that I trust you most plainly can see
 Such results as those mentioned there never can be.
 Yet I hope it is clear that each sensible man
 Will wisely obtain all the aid that he can!

W. S.

SPECIMEN PICTURE FROM
 STOKES'S PICTORIAL MULTIPLICATION TABLE.



TWICE 7 = 14.

Figures do not make a striking or permanent impression upon the mind, either when seen or heard; but pictures and suggestive words do. See page 21.

HOW TO IMPROVE THE MEMORY.

GOLDEN RULE :

Observe, reflect, link thought with thought, and think of the impressions.

I believe the above to be the most concise and comprehensive rule ever given for the improvement of the Memory. The following practical hints will simply illustrate some of its diversified applications.

COMMITTING TO MEMORY.

When you wish to learn a piece of prose or verse, try to grasp its *general* meaning first, and then *particularise* : that is, OBSERVE minutely what words are used, and how they are placed.

Learn one sentence thoroughly by reflection, before you attempt to master another ; and link them together by noticing carefully how they follow. When you think you have succeeded in getting a sentence to run upon your tongue correctly, think of the impressions, remove your eyes from the paper, and articulate the words aloud, or mentally. Immediately afterwards cover the sentences with your hand, and again repeat, allowing yourself to look for each word just after you have uttered it. You will thus frequently detect an error of omission, introduction, substitution, or transposition. Many people recommend "*writing out a great many times*" that which you would learn ;

but, although they may have found it advantageous, as a general rule, it is by no means so good as the plan just suggested, which probably they have not properly tried.

If the piece is imperfectly printed, or is badly written, before beginning to learn it, it will be desirable to write it clearly *ONCE*,—but only *ONCE*,—as repeated writing destroys *LOCAL* association, or the remembrance of *WHERE* the sentences are. Learn from the clear copy.

If you have learned anything *by ear*, and are fearful of forgetting it, write it out *once* clearly, and in *distinct paragraphs*, but *not too far apart*, and afterwards look at it carefully, which will give you the assistance of *visual* remembrance.

If you should happen to find it necessary to refer to your dictionary for the spelling of a word, write it *once* very distinctly, and *copy it minutely* five times beneath, and articulate each syllable as you complete it. When next you require to write this word, your tongue, your ear, your eye, and your *hand*, will conjointly aid you.

If you are going to commit to memory a long piece, write out a small portion at a time, and carry it about with you, remembering that simply *carrying it* will be useless, unless you occasionally *look at it*. Some of my pupils, acting upon this suggestion, have furnished and adorned their minds in no mean manner, without ever “sitting down” to study. When walking in the streets, or engaged in minor pursuits, we are too apt to waste our time in “thought revolving,” or allowing one idea to present itself again and again to no purpose. A slip of paper from the pocket, used as proposed, may remedy this.

Do not wait till you can find time to accomplish *a great deal*, but attempt *a little* immediately. Learn

a small portion daily, and occasionally repeat, in suitable divisions, the whole of that which you have learned. The latter injunction should not be neglected, as it is quite as important to retain *in available condition* the results of past application, as it is to make fresh acquisitions ; and this can only be achieved by occasional repetition. Ask a friend to oblige you by giving the recitation with which you were so charmed a year ago, and he will probably reply, "I should be most happy ; but really it is such a long time since I thought of it, that I should not like to venture, for fear of breaking down."

It is an excellent plan to place the piece of composition you wish to learn before you of a morning, when dressing, and learn as you proceed with your toilet operations. It is also good to repeat the piece you are learning, just before going to bed. That which is then brought before the mind, though apparently imperfectly known at night, is often found to be thoroughly known in the morning.

When learning by heart, it is well to retire to some room, or locality, in which you are not likely to be interrupted, seen, or overheard ; and there repeat *aloud*, and *graphically*. Poetry may sometimes be learned with speed, by putting a well-known tune to it. As you learn, observe what position the sentences or verses occupy upon the paper.

STUDY.

I will now give a few hints which will apply equally to learning by heart and studying (or learning ideas). Some people learn best seated, resting the weight of the body upon the left arm, and combing the hair, as it were, or stroking the forehead with the right hand. It is a habit to be avoided, however ; being ungraceful, and tending also to compress

the chest and bend the shoulders. Others can learn readily standing, or walking up and down a room; and this is, perhaps, as good a way as any, as it is free from the preceding objections; and the nervous action caused by the effort of learning can be greatly modified and subdued by the pace indulged in.

When you feel in the humour for study, be sure you try to keep so. At such times it is highly important to avoid eating, drinking, conversation, and everything which may draw the mind from the required focus. If you are striving to master a task, and are succeeding, do not leave it because it is dinner-time, or some other meal-time, as the case may be, but postpone, or even forego the meal, rather than lose your intellectual momentum. With many people, simply eating a trifling quantity of the most wholesome food, or drinking sparingly of the simplest beverage, will cause the temporary aptitude for learning to depart; or merely answering the commonest question, will produce the same effect. Many people can always learn best when they are rather hungry, but experience a "gnawing in the stomach," which distracts their attention when they continue long without food, which ultimately produces a feeling of compression of the forehead, or dizziness of sight, or even syncope. In their case, a small portion of biscuit and a little cold water, will prevent or arrest these unpleasant sensations, and enable them to proceed with comfort. A hearty meal, however, would totally incapacitate them for further study.

The *time* selected for study will greatly influence our success. Some can do best before breakfast, others after breakfast; some just after tea; while others appear to wake up intellectually at about nine or eleven o'clock at night, and can continue studying till the morning. It is always unwise to attempt

hard study immediately after a hearty meal--just after dinner, and after supper, are very bad times. To persist in so doing will speedily muddle the brain, impair the digestion, and injure the general health.

These remarks are particularly worthy of the attention of those engaged in business. With many, the evening is the only time they get to themselves; and it is highly important to know how to use it to the best advantage. A little observation will clearly prove that, where there is an indulgence of appetite, there is a sacrifice of mental power. It therefore rests with the individual to determine which he will forego--his gastronomic or his intellectual food.

After studying hard, also, eat sparingly,—you need not be afraid of dying of starvation. We habituate ourselves to eating much more than we require; and while we are engaged in close mental application, the physical wear and tear is not so great as when we are more vigorously employed, consequently less food, or repairing material, is requisite; and a surplus supply exhausts the energies instead of renewing them.

Do not force your attention when you are weary. This is a very important piece of advice; but unfortunately it is very difficult to avoid the necessity of violating it. In fact, to work when tired, is the imperative duty of almost every student. It then becomes a matter of import to know how to meet this demand most promptly, effectively, and judiciously. When the mind has been poring over some abstract subject hour after hour, perhaps without making the slightest perceptible headway, a restlessness is experienced. First, one foot may be bent in one direction, then the other in another; then the arms fall listlessly by the sides, and the

performance is completed, with an unsuppressible gape ; the head rests upon the hand, while the elbows rest upon the table, and mystification reigns supremely in the brain. But there is an object to be attained Reputation, fortune, fame, may be at stake ; so still the student tries—perchance in vain !

But to the antidote. When you feel weary, try to compose yourself, and indulge in—I was going to say, “forty winks”—what an idea of thorough enjoyment is conveyed to some by that expression!—yet I will not use it now, for *twenty nods* will answer well the purpose. Just close your eyes, and lose yourself, and wake at once refreshed ! If anybody is handy, get him to rouse you when you have been “off” a few minutes, for fear you should unhappily prolong your sweet oblivious “absence” indiscreetly. I have known the experiment terminate thus unsatisfactorily upon one or two occasions ; but many who have tried it have been astonished to find that they can wake up at will, at the expiration of five, ten, fifteen, or twenty minutes. I have known this equally effective in cases of excessive grief and extreme business anxiety.

Another excellent method is, to rise from your seat (if not already upon your feet, as before directed), stretch yourself, close your hands, and strike out vigorously, right and left, for a few minutes.

Washing or sluicing the face and hands in cold water is also good ; or simply applying a damp towel to the eyelids, or combing and brushing the hair, will answer the purpose with some people.

Sitting near the fire will tend to draw you off to sleep quickly, and breathing a hot and impure atmosphere will make you drowsy ; so do not make yourself too “cozy,” and see well to the ventilation.

Two or three hundred yards’ run in the open air

will often be found reviving; or rushing up and down stairs once or twice, or bawling out at the top of your voice, would wake you up considerably; but the latter two specifics have the objection that you would probably wake other people up at the same time, which they might possibly not appreciate.

Let it be distinctly understood that I do not wish to advocate unnecessary irregularity either in diet, exercise, or sleep, but simply to give such hints here as may prove advantageous when irregularity cannot be avoided. Cultivate regular habits as far as possible. It too often happens that the student becomes so wrapt in his pursuits, that he needlessly neglects his absolute requirements; and, by want of care, and by sheer mismanagement, reduces a naturally strong constitution to a most pitiably dilapidated condition. This result is then usually attributed to "*over-study*;" whereas it is not the *study* but the *mismanagement*, which has produced the disaster. Comparatively few have a true conception of the vast amount of application which can be endured, when there is careful conformity to the laws of nature.

Those confined indoors during the day should take a few minutes' walk in the fresh air of an evening, before commencing study.

When studying produces the headache, it may generally be removed by passing the tips of the fingers of both hands a few times from the centre of the forehead to the commencement of the cheeks, either *at a distance of about half an inch from the face*, or in contact with it. As this experiment may appear to some as strange as it is simple, I may as well mention the fact that hundreds have tried it, at my suggestion, with perfect success.

Some students suffer greatly from thirst, which they cannot allay, yet can scarcely endure. By gargling

the throat and rinsing the mouth thoroughly with cold water, this very disagreeable feeling may be prevented ; and by dipping a small piece of crust of bread in cold water, and placing it in the mouth, it will be effectually removed. Many who are not students, but "thirsty souls," may also try this to their benefit.

The remedies just recommended have the great advantage of being perfectly harmless ; unlike the stimulants generally resorted to, they do not produce any after-depression.

When you wish to concentrate your mind upon a given subject, as far as possible prevent anything, either mental or physical, from distracting your attention. If you have several things to do, always execute those of importance first, as a most powerful cause of abstraction is the knowledge of duty unperformed.

Many business-men lament the amount of time they *waste* in railway travelling, and in cabs, omnibuses, etc., as they find they cannot then study, or perhaps even read, except at the penalty of a severe headache, a feeling of sickness, or a general mental or physical depression at the end of the journey, which quite unfits them for the prosecution of their duties during the remainder of the day. To such, the following suggestions may be serviceable. The time may be profitably employed in *repeating mentally* that which you have previously learned, which may be accomplished when the mind is observing surrounding objects, or lulled as in apparent sleep. Some people can read or study when travelling, if they place a card immediately below the line upon which the eye is required to be fixed, which counteracts about fifty per cent. of the effect of the oscillation of the carriage.

Change of thought is in many instances most r

freshing to the mind. Should your brain appear really fogged, or muddled, with close application, if possible, resolutely determine to put away your studies for a short time, however much your inclination may lead you to continue them. Endeavour *to forget* that which you have been trying *to remember*; and ultimately you will find, to your delight, you *can remember* that which you have been endeavouring *to forget*.

CARELESSNESS.

That which is commonly regarded as defective Memory, in many instances results simply from carelessness, which may be manifested by—

Want of attention or observation;

„ system;

„ forethought, caution, or reflection; or

„ promptness of action.

Endeavour to bring your mind solely upon the subject you have in hand. Observe thoroughly; individualize characteristics—that is, notice what, when, where, how, why, etc., etc.

Some people appear to pride themselves upon going through the world with their eyes shut, and their ears closed; and when asked questions, habitually answer, “*I really don't know*”—“*I didn't notice*,” or, “*I didn't pay attention*.” It is a good plan to imagine always that you will be required to give a full *description* of that which you see and hear.

Be systematic. Suppose you remember you have some letters to answer, and you reply to all except *one*, which, to your surprise, you find some days afterwards in a heap of papers you turned out of your pocket as an encumbrance. You may perhaps say, you did not answer it, because you forgot it was there; but you would have been sure to have remem-

bered it if you had been systematic, and had placed all the unanswered letters together.

Accustom yourself to inquire, "Have I thought of all?" and endeavour to anticipate your probable requirements. When out for a day's pleasure, wishing to look at some distant object, you might exclaim, "Dear me, I quite forgot to bring my telescope!" when perhaps you never gave it a thought that you might want it. Had you done so, you might have taken it.

Act promptly. It may be important that you should send a business letter by the next post. You may say to yourself, "I must write that letter presently." Shortly afterwards, you say, "I have not written that letter yet." And, again, "If I don't mind, I shall not be in time to send that letter." And, after all, you ejaculate, "There! it's past post time, and I haven't sent that letter! What a wretched Memory I have, to be sure!" Do not blame your Memory; it reminded you of your duty, but *you were not prompt*. Think of this in future, and act immediately.

Morbid caution is often mistaken for want of Memory. Thus a person may lock a door, and, *knowing he has done so*, go again "to make sure," at the same time almost persuading himself he has forgotten; remarking, "It's locked; I *thought* I'd locked it: but I wasn't certain. I never can remember a thing of this kind."

Want of self-trust is also thus mistaken. For instance, Tom, who is writing a letter, suddenly calls out to his younger brother, "Fred, how do you spell 'received'?" *Fred*: "R-e-c-e-i-v-e-d." *Tom*: "Are you quite sure?" *Fred*: "Yes, quite." *Tom*: "Well, I thought it was 'r-e-c-i-e-v-e-d.'" Fred, who has a higher opinion of his brother's knowledge

than of his own : " I *think* I'm right," and looks out the word in the dictionary.

Both of the preceding manifestations are very common, but are none the less objectionable ; and should be counteracted by close *observation* in the first place, and *forced self-trust* in the second.

Nervousness, or over-anxiety in trying to remember, frequently produces forgetfulness. The mind, instead of being occupied in *grasping* that which is wanted, may be *soliloquizing* thus : " Dear me, I fear I shall not remember all this ; I wonder whether I have forgotten what was said just now !—What was it ? let me see !" This is particularly the case with many in reference to conversation, lectures, sermons, etc. Those who experience this should strive to maintain their self-possession ; by which, they would remember twice as well.

ORGANIZATION.

The organization and quality of the brain have undoubtedly a great influence upon natural Memory, sometimes rendering it either good or bad for names, dates, words, places, persons, events, etc., etc. ; but whenever defects exist, they may be either greatly remedied, or entirely removed, by the use of methods which enable the fully developed faculties to perform the duties of what appear to be those portions of the brain which are defective, presuming that there is enough intelligence to enable the pupil *to read* ; we may thus regard the acquirement of what is generally called " a good Memory," to be not simply a *possibility*, but a thing to be easily obtained ; thus Mnemonics renders Memory—ordinary powers of Memory—almost independent of organization.

As we have already seen, sometimes one kind of Memory may be substituted for another, or reasoning,

wit, or imagination may lend their friendly aid. To speak in popular phraseology, there are four kinds of Memory—tongue, ear, eye, and brain Memory. The method of learning generally employed in schools and elsewhere, is *repeating*, depending almost entirely upon the tongue and the ear for accuracy; the eye (or the mind's eye) and the reasoning faculties having little or nothing to do with it. The result, in many cases, *must be* forgetfulness, which may be avoided by Mnemonic *visual* or *reflective memory*.

MENTAL PICTURING.

Perfection of association is that which secures the united and harmonious action of the greatest number of powers which can be brought into use for the object desired. We may fail to remember, from want of articulating, or from inattention to our articulation, but more frequently forgetfulness arises from *not* PICTURING — IMPERFECTLY PICTURING, or *incorrectly* PICTURING. Intellectual association is mainly dependent upon the mind's eye. Impressions may be made variously, but sometimes thus:—The tongue gives an *utterance* which is conveyed to the *ear*; the ear-received utterance produces a *mental picture*, which is received by the *eye*, and the impression on the eye awakens reflection—a *mental comment*, or remark, or action of the *intellect*. It often strangely happens that the mental remark which we make upon a thing is better remembered than the thing itself. Hence the importance of *reflection*, or intellectual action, as an aid to Memory. (See page 79.)

It is not *imperative* that a remark should possess the characteristic of wit, yet a witty remark is often well remembered, thus:—A pupil could not tell which arm Nelson lost; but upon being informed, said,—“I shall not forget that now; I see it was not the one

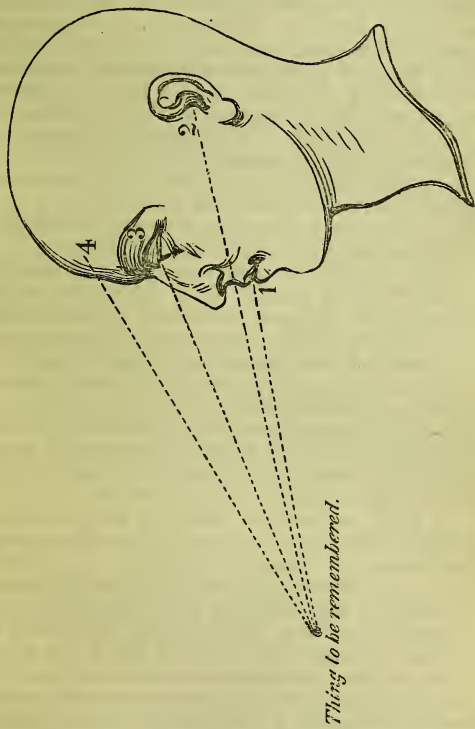


Diagram illustrative of the simultaneous operation of lingual, aural, visual, and intellectual association

which was *left*." In the ordinary way it also sometimes happens that things are forgotten, because they can only be *seen* mentally, or *thought about*, and that with great difficulty. Mnemonics here supplies the means of rendering them *tongueable* and retainable. Some who have professed to treat Memory, have been very severely criticised, because they have endeavoured to drag in "comparison" and "reflection" upon all occasions, particularly priding themselves upon "substituting *reasoning* for Memory." It is a pity to overwork a good principle; and it must be admitted that good as reflection is, it is often a great boon to be able to remember correctly without relying for accuracy upon the reflective faculties.

Few things have been more parroted than the words, "Do not parrot." It is undoubtedly highly objectionable to repeat, *invariably* by rote, without understanding the meaning of that which we utter; but, therefore, to repudiate this process *altogether*, is ridiculous, because the parroting and reflective powers may be combined in the same individual with immense advantage; he may parrot first, and afterwards reflect. In fact, if we can only learn that about which we can give the philosophical why and wherefore, we must often forego valuable fresh acquisitions.

It would be well to revive, in a measure, that which is unfortunately almost a thing of the past—the practice of "learning by heart." A few years ago, it was customary to cram children with *words*, regardless of their meaning, which was decidedly objectionable, and was very properly condemned by discerning educational reformers; but a sort of reaction has been the result, and, at the present day, there are many who almost attempt to convey *meaning without words*! To possess the power of learning *verbatim*, with rapidity and ease, is unquestionably,

in many instances, an immense advantage; but in too many cases, it is repudiated by instructors and dreaded by pupils, whereas it ought to be encouraged and enjoyed!

If you have a child who is quick at "parroting," but dull of comprehension, do not try to check its learning by rote, but endeavour to awaken intelligence, by carefully and patiently questioning it upon the meaning of that which it has learned; particularly avoiding putting difficult questions at the onset. Interrogation, with such a child, is preferable to explanation; but of course its replies will frequently require correction.

The best plan of insuring remembrance appears to be to allow the Memory to do its own work when it can, and when it cannot, to bring to its assistance whichever other faculty may be most advantageous, *not always taxing one or two particular powers*, but securing an agreeable and advantageous DIVISION OF LABOUR.

In order to strengthen the Memory, then, it is desirable to PICTURE clearly as much as possible. The expert Mnemonist is best qualified to do this, but it may generally be done to a much greater extent than is supposed, by the ordinary thinker.

ILLUSTRATIVE MENTAL PICTORIAL EXERCISE.

I want you to think at once of a horse—

Now tell me, are you able

To say if it seemed to be in a field,

On a road, or in a stable?

Can you describe its kind of breed?

Did it seem a steady pacer?

Was it cart-horse, dray-horse, hunter, or hack,

A charger, wild horse, or racer?

And now can you say what colour it was
 And which way it was going?
 If you *pictured* well, you can all this tell,
 If not, there will be no knowing.

The perfection, defects, beauty, comicality, or peculiarities of a piece are rendered more apparent by Picturing, thus :—

Upon a dark and rainy night,
 Through a dense wood his way was wending,
 An aged man in doleful plight,
 Upon his stick his form was bending.

His brow was knit, his eyes cast down,
 In voice discordant he was speaking,
 He muttered as he gave a frown—
 “*Confound it, how my boots are leaking!*”

“ANTI-NONSENSICAL NURSERY RHYME.”

To be taught and explained by the parent.

Try to learn, my little dear,
 Not by dinning on your ear;
 But by thought and mental sight,
 Which give pleasure, speed, and might!

Many dispute the desirability of attempting to Picture, believing it to be very dangerous—as likely to retard as it is to facilitate, and to mislead as much as to guide. This objection is well grounded if brought to bear simply upon *unskilful* Picturing, but with an experienced Mnemonist at his elbow, it is not likely that the novice will be allowed to go far wrong.

Many of the ablest men who have written upon the mind have appreciated the power and superiority of visual impressions; some of the best metaphysicians, universally recognised authorities, have expressed opinions, or rather have directed attention to *facts*

which place the value of picture-forming Mnemonics beyond all doubt. Dr. Watts, when speaking of Memory and Imagination, in his supplement to the "Art of Logic," says—

" Sounds which address the ear are lost, and die
In one short hour, but that which strikes the eye
Lives long upon the mind ; the faithful sight
Engraves the image with a beam of light."

Skilfully used Pictorial Mnemonics is a species of
MENTAL PHOTOGRAPHY.

THE REMEMBRANCE OF NAMES, ETC.

The remembrance of persons, and of the places and circumstances connected with persons, and the *names* of persons, are points of Memory which are very generally defective. When some people meet those whom they have seen, they *think* they have met them somewhere, but they do not in the least know *where*, and others have not the slightest consciousness of ever having previously seen them ; others remember distinctly having seen them, and where, and under what circumstances, but cannot recollect their *name*. In each case, this mostly arises from want of sufficient *primary* ASSOCIATION. When you see a person, you should not look at him carelessly, but *observingly*, and not *isolatedly*, but *in conjunction with surrounding objects*. Thus, suppose you see him in a library, look at *him* and at the *bookcase*, and at the *books* near him, *at the same time*, so as to form one complete, inseparable picture. In fact, you must use my "Golden Rule," thus :—"Observe" the individual ; "reflect" this is Mr. So and So ; "link thought with thought"—link him with his books, etc. ; "and think of the impressions"—that is, secure your association *permanently* before it begins to fade.

Again, in reference to *names*. It really cannot be a matter of surprise that *names* are so often forgotten, when we consider that the *individuals* to whom they belong are before our eyes for *hours*, when the names are perhaps only before our eyes, or upon our ears, or upon our tongue, as many *seconds*. The skilful Mnemonist with a good Mnemonical Key at his command can accomplish many startling and practically useful things in the way of remembering names. But without a key, and with but an imperfect knowledge of Mnemonics, we may often obtain great aid by working upon Mnemonical principles. Those unacquainted with the multifarious Mnemonical manœuvres upon this point, cannot do better than use my "Golden Rule." Thus, "Observe" the individual; "reflect" upon his name; "link thought with thought"—that is, link *him* and *his name* together; "and think of the impressions"—that is, do not let the associations slip.

Sometimes a name may be remembered easily by associating it with a word somewhat resembling it in *appearance*. Thus my name, STOKES, looks very much like the word STORES. But mark, the comparison of the two words may be almost useless unless you associate the word STORES with MEMORY; that is, presuming you wish to remember "STOKES, TEACHER OF MEMORY." An association may be readily formed thus—he STORES the MEMORY, or MEMORY retains intellectual STORES.

Many exhibit peculiarities of mind which might be turned to very good account by the aid of this Science, but which are never recognised as being valuable, either by their possessors or by those around them. For instance, those who have the habit of *punning*, generally exercise it to the amusement or *annoyance* of other people; and it is not

dreamed what a mighty Mnemonical agent they possess.

A well-used pun may often make
A very deep impression.

When giving a few remarks upon this subject to a class at the Colosseum, a gentleman inquired, "Well, Mr. Stokes, suppose I wanted to make anybody remember that your name is Stokes, and that you come from Brighton, how could I do it?"

Mr. Stokes. Perhaps you might be successful if you were to say, "MEMORY he STOKES, and Memory he can BRIGHTEN."

Pupil. Yes; I certainly think that punning might answer very well in that instance. But if I wanted it to be remembered that you are illustrating at the Colosseum, what could I say then?

Mr. Stokes. Oh, you could say, "He STOKES his pupils' MEMORIES; you'd better CALL OR SEE 'EM."

Pupil. Well, really, there appears to be no baffling you; but surely there are cases when punning would be very objectionable.

Mr. Stokes. Yes, you are quite right; but, you see, there are cases in which it is *not* objectionable; and then, if we like, we can introduce it. Because we cannot use it *always*, that is no reason why we should not use it *at all*. When it is not well to have a pun, we can adopt something else.

By rail we travel well on land,
But ships do best for sea.

Since the above took place, when teaching at the *Polytechnic*, a gentleman, with a partially suppressed smile which almost amounted to a laugh outright, inquired, "But how could you verbalise Mnemonically the fact that you are now *here* at the Polytechnic?"

That is a *poser*, is it not?" "No," I replied; "pardon me, but '*that is a poser*' is a '*parroted*' expression, and *parrot* is suggestive; allowing ourselves Mnemonical licence we might manage thus—"He STOKES a parrot's MEMORY, and makes her POLLY-TECHNICAL!" The gentleman did not suggest any more *posers* the rest of the evening.

Those who indulge in rhyming, may gratify that propensity Mnemonically to an almost unlimited extent. The following is a little impromptu eulogium I wrote on Mr. Moon, the well-known blind teacher of the blind, of Brighton:—

'Tis sad to be deprived of sight,
To live as in perpetual night:
Yet 'tis a precious boon,
That those who never saw a ray
Of sunlight on the brightest day
Have an enlightening Moon!

When I was a lad, I was riding from Lewes to Chailey, in Sussex, in a kind of omnibus, and seeing the name of the proprietor in it, "WING," I could not refrain from pencilling the following underneath it:—

When travelling slow we often sigh,
And say we wish that we could fly;
But now we need do no such thing
Because, you see, we "go by WING!"

The subject of the doggerel seemed remarkably pleased with it, and I was told some time afterwards that when his vehicle was fresh painted he had my Anagram or Mnemonic preserved.

LOCAL MEMORY.

Many people complain that they are nearly sure to "lose themselves" if they go into a strange locality,

while others appear to find their way about almost instinctively. Want of observation is the main cause of this perplexity however, and unconscious watching is the supposed instinct. Those who frequently get into a state of reverie—who are what are termed “rapt thinkers,” whose bodies are in one place and whose minds are quite in another—who step into puddles, tread on people’s heels, and run against a lamp-post while making an apology—who walk under the heads of moving horses, and endanger their lives at every crossing, aware only of the fact when reminded by the refined intimation of an impetuous cabman,—people of this class have not in general good local memory. To insure good local memory, then, the eyes should be constantly open, however much the mind may be employed. We will suppose you are in a city you have never visited before, and are just going to take your first walk from your hotel. Look well at the house itself, observe the surroundings, and take notice of the conspicuous shops, churches, or other buildings; monuments, fountains, colonnades, arcades, etc., etc. Notice also the shape of the streets, their breadth, where they lead, and how they are intersected; and last, not least, *turn round* occasionally, so that you may obtain *the RETURN VIEW*. Every locality has two views, one from it, the other to it, and in many instances these are so very unlike, that the outward picture, seen the return way, would scarcely be recognised by the most observant stranger. Hence the great importance of obtaining the return view while on the outward way. In addition to obtaining the *appearance* of the streets, it is often desirable to possess their *names* also, which can generally be easily managed, either by looking for them or by inquiry. Then remark to yourself thus,—BROAD Street leads to HIGH Street, and HIGH

Street to WEST Street, etc., as the case may be. Many people who are very observant of places and of objects, *never attempt* to remember their names, and might almost live half a dozen years in one house without knowing the names of half a dozen streets in the immediate locality, although they could find their way about well. The inconvenience of not knowing the names of familiar streets is often felt to be very great, especially when an attempt is made to direct a stranger, as many instructions, such as first to the right, then to the left, then to the left, and cross over, etc., are likely to bewilder the most careful listener. It is important to remember that when asking a direction in the streets, an intelligent, reliable person should be selected. Policemen, postmen, or railway officials are usually the best, or, in their absence, butchers' or grocers' deliverers. A gentleman walking in great haste, stopped suddenly and asked a person he met, "Can you tell me, please, about how far I am from the Railway Station?" "About half a mile," was the reply, and on went the gentleman. When he had proceeded "about half a mile" he inquired again, and was told, to his disgust, that he was a mile from it at the least, and that he must retrace his steps, as he was going *from it!*

To ensure the remembrance of LOCALITIES, you should use my Golden Rule. "Observe" them; "reflect," or look *mentally* for their picture; "link thought with thought"—that is, link one place with another, "and think of the impressions"—that is, review the mental pictures while they are vivid and true.

To remember NAMES of places. "Observe" the place; "reflect" upon the name; "link thought with thought"—to the locality link the name; "and think of the impressions"—that is, think again of your associations.

Local Memory, or the remembrance of places, streets, etc., may often be made the means of aiding object, eventual, and ideal memory. One very effective way of using local memory is to take a MENTAL WALK. Suppose you are going out to make some calls; think first, of all the persons you wish to visit, and then decide in what order you will call upon them; and *fancy you see yourself going from one place to another*. Use my Golden Rule thus: "Observe" your starting-point; "reflect" upon that and your first call; "link thought with thought" continuously till you complete your list; and, finally, "think of the impressions;" see that you can make sure of going right. You may reverse the process of preliminary association, if you desire it, by thinking of all the *persons* upon whom you have to call, and then *arranging* them in a *straight line*, like a file of soldiers, but in such a manner that their *succession* will guide you to the right *localities*.

Use the Golden Rule thus: "Observe" *who stands first*; "reflect" upon *him* and who stands second; "link thought with thought," individual with individual, one after another, throughout the line, and "think of the impressions;" see that you can call your line in the right order.

When a number of things have to be purchased, they may be associated in such a manner as to give the locality in which they are to be obtained. In a similar way; use my Golden Rule thus: "Observe" the first object; "reflect" on that and the second; "link thought with thought," object with object, throughout, and "think of the impressions;" see that you can repeat the list without omissions or disarrangement.

THE REMEMBRANCE OF FIGURES.

The remembrance of figures is universally acknowledged to be extremely difficult; in fact, many highly intelligent minds are almost destitute of the power of retaining them. This is because the artificial signs we use to express numbers very frequently convey no definite *idea* to the mind. They do not suggest anything which the intellect can take hold of. Yet it is often desirable, nay, even absolutely necessary, that figures should be readily, accurately, and permanently remembered. No mere *description* will convey a true idea of the immense power which Mnemonics affords in this respect. A man must be an idiot who could dispute this, after witnessing such illustrations as those which I have given publicly, for years, at the Royal Colosseum, Royal Polytechnic, Crystal Palace, in Her Majesty's Schoolroom, Whippingham, Osborne, and at numerous Literary and Scientific Institutions in London, and in various parts of the country. Students are constantly being "plucked" at examinations, through their inability to retain dates and figures: hence the innumerable attempts which have been made to prevent this, by the publication of "New and Improved Systems" of Mnemonics, which, after leaving their disgusted authors many pounds out of pocket, have been sold for waste paper, and have been circulated in single leaves from the counters of butter shops. That was the very best thing that could be done with many of them, there is no doubt, yet some possessed great merit. The vestiges of different methods which are sometimes to be seen heaped together, like bleached bones in the desert, become most uncomfortably suggestive of the thought of *danger*. I will therefore run no risk of adding to the resources of those who are engaged in simultaneously facili-

tating the spread of butter, and of Mnemonical Chronology.

A few suggestions, however, upon the remembrance of figures, which can be easily comprehended, and which may be applied *occasionally*, may be more serviceable than a "complete" System which, like others which have gone before it, through not being understood, might never be used at all.

If you are not acquainted with Mnemonics, do not, as a general rule, waste your time in endeavouring to learn dates, heights of mountains, lengths of rivers, etc. ; you would be sure to forget them speedily. If, by way of experiment, you try to learn only a few—say a couple of hundred—you will soon find that this is correct. Wearying "din, din, din," upon the ear, and a multitude of brain-bewildering "comparisons," may enable a child to repeat its "task" (truly so named, and too often, as a kind of educational habit, injudiciously inflicted), or may "just serve" to get a student through an examination ; but the majority of impressions thus made will vanish almost before "the feat" has been accomplished ; and the same results will be found to attend repeated efforts. When you *must* face the difficulty, try to learn numerical facts, as far as possible, by ASSOCIATION. Anti-Mnemonists say the best way to learn dates is to "compare them with those you already know ;" but this presumes that some *are known*, but suppose you do *not* know any ; what can you do then ? It is always safer in this matter to suppose that *nothing* is known, than to presume knowledge which does not exist. Yet, an intelligent man must not be treated like an idiot, and it therefore cannot be imagined that anybody who is at all enlightened would think that Nelson died in the fourteenth century, or anything of that kind. He would know, or, at all events might easily ascertain and remember, that it was in

eignieen hundred and *something*. The mastery of this "something"—5—then, will constitute the remembrance of the date, which you may manage by counting the letters in his name, and then running your pen in reality, or in imagination, through the superfluous N, either at the beginning or end of his name, by which you would make it either *Elson* or *Nelso*, leaving five letters. Sometimes you can *add* to the name, thus—in 1806 Pitt died. Pitt contains four letters; so say, "Mr. Pitt," which will give six. You must proceed with care, however, or probably you will get into perplexity. Learn a few dates which appear to you to be easy to master in that way, first; and then you can manage to bring in another principle of association thus: in the same year as that in which "Mr. Pitt" died, Fox died. You could easily fix that in memory by thinking of a Pit and a Fox together. When you have thus mastered a few dates, you can contrive to associate others with them, and then others with *them*, and so on, with comparative facility. This, however, is only limping along, compared with perfect Mnemonical progress. Many people can learn from one hundred and twenty to two hundred dates per hour by Mnemonics.

The plan of selecting words containing the requisite number of letters as substitutes for figures, may be applied for various purposes besides the remembrance of *dates*. For instance, suppose we wished to remember the number of a friend's residence was 45. We might observe that it was a "nice house,"—"nice," containing four letters, "house" containing five letters—45. Or if I wished you to remember that the number of my residence in Margaret Street, Cavendish Square, W., is 15. I might say, "It is here *I teach*,"—"I" containing one letter, and "teach" containing five letters—15.

There are many people who would rather use such means than learn a *perfect* System of Mnemonics, but they must always pay the penalty of want of readiness and loss of power, as it is impossible to master many things without a Mnemonical Key. Some people are tolerably quick, however, in applying even such imperfect suggestions as those just given; for instance,—a gentleman who was present at a street disturbance, taking a hint from one of my lectures, lodged the number of a policeman securely in his Memory, by observing that he saw him “*twice* struck with the *five* fingers of *one* desperado,”—251.

STOKES'S HISTORICAL CHRONOMETER.

My Historical Chronometer is supposed to be one of the best things known for giving a child or an adult a clear idea of the Chronological order, proximity, or distance of facts and events. As will be seen from the annexed diagram, it is something like the face of an ordinary watch, but instead of indicating *sixty minutes*, its entire circumference represents *one hundred years*, or one century. Each alternate five years is indicated by a white or a black line near the outer one; the precise figures are given in the inner line. The centre of the Chronometer is made to revolve, in order to assist the student in ascertaining the space between any two events. Any facts in a given century can be selected at discretion, and are to be either written down or thought of in conjunction with the *locality* indicated by the date: thus,—in the Seventeenth Century—Charles I. was beheaded, in 1649; this fact would be thought of and would be SEEN TO BE almost at the completion of the first half of the century. The great fire of London was in 1666, and by using the Chronometer,



it would be SEEN that there is a clear space of one year and three times five years—16 years—between the two events. The application of this remarkably simple contrivance involves the exercise of depicting, comparison, reflection, and association upon the sure basis of VISUAL and LOCAL Memory.*

* Stokes's Historical Chronometer, mounted on card-board with revolving centre, and an arrangement for Ancient and Modern History, with illustrations of the mode of application, etc., may be had price 1s., or by post of the inventor for 14 stamps.

ABBREVIATED ARTICULATION AN AID TO MEMORY.

ABBREVIATED ARTICULATION may be used with great advantage, as an aid to the ready reproduction of thought. For instance :—Suppose we wished to mention the fact, that the principle of suggestion works mainly by objects, localities, and ideas ; the rapid utterance of the first syllable of each word in combination, might prove effective. Thus :—Sug- (from suggestion) ; Ob- (from object) ; Lo- (from localities) ; I- (from ideas).

Sug-Ob-Lo-I ; Sug-ob-lo-i ; Sugobloi ; by which we have produced a word which was probably never heard before—"Sugobloi"! which, to the ordinary reader, would appear to be a most arbitrary, barbarous, jargonic, *unmeaning* word, but which is literally *full of* SUGGESTION to those who understand its origin, or Mnemonical derivation. It may be objected by many, that the three rapid articulations I have proposed, would not be sufficient to impress the newly-coined word. This may be true ; but it does not therefore follow that the scheme should be altogether abandoned. Try again as before, or else try in another manner. If the repetition fail, let the principle of IDEAL suggestion aid you through the medium of the resemblance of sound. The new word sounds something like the corrupted utterance of "Such-a-blue-eye," and it is not difficult for any body to think of a fair maiden, to whom is attached the *suggestion*, "such a blue eye." But I must beware, lest by leading you on to intellectual ice, you may be induced to try some fancy mental skating, in lieu of which, you may execute an inelegant fall, and then declare that the "*abominable skates*"

would not support you. To insinuate a want of skill would, on my part, of course, be most ridiculous. Yet, upon the law of suggestion, an old proverb is brought to mind, which may be thus rendered :—

It's often said (and it's very true),
 " That those not over clever
 Complain that tools so bad as theirs
 No workmen handled ever ! "

Upon this plan of curtailed articulation, which is very similar to the ordinary substitution of part of a name for the whole, as " Will " for William, " Joe " for Joseph, " Abe " for Abraham, etc., etc., we may often ensure precisely the same mental suggestions as though we employed the whole of the words. This is particularly the case when we wish to fix in our minds a certain arrangement, order, or succession of words or names with which we are already well acquainted. For instance, the utterance of the first syllable of any of the books of the Bible would probably suggest the *whole* name instantly and accurately. With many minds there could scarcely be a mistake. Let us try an experiment. Read the following, carefully noticing the meaning of each articulation :—

BOOKS OF THE BIBLE MNEMONICALLY SUGGESTED.

OLD TESTAMENT.

Gen, Ex, Lev, Num ; Deut, Josh, Judge, Ruth ;
 Sam, Sam, King, King ; Chron, Chron, Ez, Ne ;
 Est, Job, Psalms, Prov ; Ec, Song, I, Jer ;
 Lam, E, Dan, Ho ; Jo, A, O, Jon ;
 Mi, Na, Hab, Zeph ; Hag, Zech, Mal.

In the above there are only 39 articulations, whereas in the names of the books, as generally uttered, there are 125 articulations, so that by the

Mnemonical arrangement, not only is the desired result obtained—namely, the securing of the *order* of the books—but a positive saving of 86 articulations is effected !

NEW TESTAMENT.

Mat, Mark, Luke, John ; Acts, Ro, Cor—two ;
Gal, E, Phil, Col ; Thes—two, Tim—two ;
Ti, Phi, He, James ; Pet—two, John—three ;
Jude and Rev.

In the above there are only 27 articulations, whereas in the names of the books, as generally uttered, there are 99 articulations, so that by the Mnemonical arrangement 72 articulations are saved.

Both of the above arrangements are capable of further condensation, but I prefer not giving them in that form, for fear of producing in some minds perplexity. As has been hinted, there is a kind of under art in mastering such difficulties as those presented by the foregoing articulatory schemes, but where the “under art” is but imperfectly comprehended, if understood at all, and when it is from this cause, either only partially available, or is altogether rejected, the mastery of a small portion at a time, progressively, will ultimately, and with comparative facility, indelibly fix the whole.

It is a fact, and a very *important fact*, that it is sometimes desirable to remember a thing, not by *itself*, but by means of *something else*, which, as regards ordinary sense, has nothing whatever to do with it. Thus, in the garb of “Nursery Rhymes,” children may be taught an immense number of dry, uninteresting, but nevertheless, *valuable* things, at a very early age, without their being aware that they have learned anything beyond that which was given to *amuse* them : and when they grow sufficiently old

to comprehend the meaning of that which has been conveyed in disguise, the requisite explanation can be given, and without any special effort they find themselves in possession of an accumulation of knowledge, which, under ordinary circumstances, would require years of close application to acquire, and which, after all, they would then probably never thoroughly master. This appears to be quite beyond the comprehension of a great many people, and not a few, in the profundity of their stupidity, have assumed an air of sage-like wisdom, and have endeavoured to philosophise upon the point, dogmatically asserting that such an attempt must be irrational and ineffective, contending that everything should be learned only by means of *itself*, or through reasoning, comparison, reflection, or some other high-sounding process, which, notwithstanding all its pretensions, is worthless compared with Mnemonics.

The following exercise for "VERBAL MEMORY" is disrespectfully dedicated, without permission, to the sapient Anti-Mnemonist of the above order. As this is a piece of composition the like of which you do not meet with daily, I advise you to learn it at once, carefully and thoroughly, so as to be able to say it rapidly, without the slightest error or hesitation. If you aspire to conquer more difficult pieces, you cannot do better than master this first, by way of practice. Learn a few words at a time accurately, so as not to have to *unlearn* anything; and notice how long the committal takes you. If you can commit things to Memory easily, you should learn it in order to prove the fact, and if you cannot commit things to Memory easily, you should learn it in order to acquire the power.

INQUIRY RESPECTING THE ANTI-MNEMONIST.

When will his stupid head remember
 Just how easy each endeavour
 Remains, having had help,
 Eclipsing every reasoning, harassing, hazy, egotist's
 method,
 Elaborately jumbling, clear, concise junctures,
 With a great, grand gravity, giving wit vexation?

Well, in the preceding eccentrically-constructed piece of phraseology, the positive insult and abuse which have been so lavishly heaped upon Mnemonics are quietly hurled back in a comparatively gentle and polite manner upon the parties who commenced the attack. It is intended to destroy their arguments, and, like a war-shell, although it looks like an instrument of destruction, yet it *looks not* half so much to be dreaded as it really is!

It shall be learned and said,
 And said again by tens of thousands,
 Who with chuckling joy shall cry
 "Bravo, Mnemonics!!!"—Pause, gentle reader,
 Pause, I pray, before you call me "MAD."

The "Inquiry respecting the Anti-Mnemonist" is intended, not only as a harpoon, to make him bewail his unenviable position, but as a practical illustration of the fact that we can, by the aid of Mnemonics, "remember one thing by means of another, which, in the ordinary sense, has nothing whatever to do with it!" It gives, initially, the SUCCESSION OF THE SOVEREIGNS OF ENGLAND, thus:—

When Will His STupid Head Remember
 Just How Easy Each Endeavour
 Remains, Having Had Help;
 Eclipsing Every Reasoning, Harassing, Hazy,
 Egotist's Method,
 ELaborately Jumbling, Clear, Concise Junctures,
 With A Great, Grand Gravity, Giving Wit Vexation?

The principle of making one idea suggest another may be carried to a marvellous extent. Even the commonest fragments of general knowledge may be successfully used as the basis of things most abstruse. This may be accomplished in a variety of ways, and presuming that you will have the good sense to bear in mind the fact, that you must not suppose you "*know all about Mnemonics*," and that you will not allow yourself to commit the folly of uttering a word against Mnemonics generally, from the faults you may see in this particular thing, I will give you that which may be considered one of the most far-fetched, roundabout, unheard-of, and objectionable illustrations that could possibly be produced. I introduce it expressly because it is so strange, but withal *effective*: and I assure each non-mnemonical reader, that *all Mnemonics* are not equally complex, but that they are generally as concise and clear to the skilled Mnemonist as anything which can be presented to the understanding.

You must go with me, in imagination, to a School, if you please, where a boy is studying Cornwell's School Atlas, and is perplexing his brain by endeavouring to learn the following arrangement of the

COUNTIES OF ENGLAND AND WALES.

[Numbered by JAMES CORNWELL, Ph. D., Author of "School Geography," &c.]

- | | |
|------------------|-------------------|
| 1 Northumberland | 9 Nottinghamshire |
| 2 Durham | 10 Lincolnshire |
| 3 Cumberland | 11 Rutland |
| 4 Westmoreland | 12 Leicestershire |
| 5 Yorkshire | 13 Staffordshire |
| 6 Lancashire | 14 Shropshire |
| 7 Cheshire | 15 Herefordshire |
| 8 Derbyshire | 16 Worcestershire |

17 Warwickshire
 18 Northamptonshire
 19 Huntingdonshire
 20 Cambridgeshire
 21 Norfolk
 22 Suffolk
 23 Essex
 24 Hertfordshire
 25 Bedfordshire
 26 Buckinghamshire
 27 Oxfordshire
 28 Gloucestershire
 29 Monmouthshire
 30 Somersetshire
 31 Wiltshire
 32 Berkshire
 33 Surrey
 34 Middlesex
 35 Kent

36 Sussex
 37 Hampshire
 38 Dorsetshire
 39 Devonshire
 40 Cornwall

WELSH COUNTIES.

41 Anglesea
 42 Caernarvonshire
 43 Denbighshire
 44 Flintshire
 45 Merionethshire
 46 Montgomeryshire
 47 Radnorshire
 48 Cardiganshire
 49 Pembrokeshire
 50 Caermarthenshire
 51 Brecknockshire
 52 Glamorganshire

Our young friend has tried again and again, and is just assuring his master that his non-success arises from inability to learn them, and not from want of inclination. "Oh," says the master, "here comes Mr. Stokes to give you boys a lesson on Memory.—How fortunate for you! I dare say he can help you. Mr. Stokes, here is a young gentleman in trouble about the Counties of England and Wales; will you have the kindness to assist him?" "Yes, with pleasure. I think I can make the task almost as easy as A B C. You know your Alphabet, of course, do you not?" "Yes, Sir, I *do* know my *Alphabet*. My little brother, who is only about two years of age, knows *that*, thanks to you. He learned it by your new Syllableized Pictorial Plan. How easy that is, Sir! I could give the name of every picture, after looking through the book only *once*. They are such jolly

pictures ; I like them *so* much ! ” “ I am glad of that. We will see what *use* we can make of them for your Counties. “ For my *Counties*, Sir ? ” “ Yes ; for your Counties ! What is the first letter of the Alphabet ? ” “ A, Sir. ” “ Yes ; and what is my picture ? ” “ A-corn, Sir. ” “ Yes. And what is the first County ? ” “ Northumberland. ” “ Well, then, you have a *picture* suggested in your mind by the word ‘ *Acorn*. ’ Now try and obtain a *picture* suggested by the word ‘ *Northumberland*. ’ What does it *sound* like ? What does it make you think of ? ” “ Oh, please Sir, it makes me think of *thumb* ! ” “ Very good : then now make the two pictures into one. Think of them together, something in this way :—An Acorn not touched with finger *nor thumb* ! Do you think you will be able to remember that ? ” “ Yes, Sir ; I feel sure I shall—I seem to *see* it. ” “ Very good ; then I will give you some more associations in the same way. You understand the first part of each sentence will give you a *Letter picture*, and the last part of each sentence will give you a *County picture*—thus :—

- A. An *Acorn* not touched with finger *nor thumb*.—Northumberland.
- B. A *Bee*. Poor bees, we often mur-der ‘em.—Durham.
- C. The *Sea* will often *cumber land*.—Cumberland.
- D. A *De-serter* taken to the *West*.—Westmoreland.
- E. An *Eagle*, finer than *y’r hawk*.—Yorkshire.
- F. An *Effigy*, thin and *lanky*.—Lancashire.
- G. *Geography* some prefer to *chess*.—Cheshire.
- H. A *Chair*, in which there might an el-der be.—Derbyshire.
- I. An *Eye* a face *not in*.—Nottinghamshire.
- J. A *Jay* a chain’s *link on*.—Lincolnshire.
- K. A *Caper* cut over a *rut*.—Rutland.
- L. An *Elephant* rest-less.—Leicestershire.
- M. An *Emigrant* raising a flag *staff*.—Staffordshire.
- N. An *Engine* in a work *shop*.—Shropshire.

- O. An Oval egg to give you, I can *here afford*.—Herefordshire.
- P. A Peacock's noise is bad, an owl's is *worse*.—Worcestershire.
- Q. A Cucumber much prized in time of *war*.—Warwickshire.
- R. In an *Arbour* to the north a *hamper*.—Northamptonshire.
- S. For *Escapes* we should not have to *hunt*.—Huntingdonshire.
- T. *Tea* which from China *came*.—Cambridgeshire.
- U. A *Yew* tree, under which are neither beast *nor folk*.—Norfolk.
- V. A *Velocipede*, unlike a horse, cannot be *suffocated*.—Suffolk.
- W. *Double you* your efforts, and then *success expect*.—Essex.
- X. *Exhibitions* useful *are*.—Hertfordshire.
- Y. *Wire bell-pulls* near a *bed*.—Bedfordshire.
- Z. *Zedekiah* was a *king*.—Buckinghamshire.

"Well, my young friend, what do you think of that plan?" "I like it, Sir; it's funny. I think I could say all those Counties. If you will hear me, I will try. A Acorn, Northumberland,

B Bee Durham

C Sea Cumberland."

"Stop; Think of A, Acorn B, Bee; C, Sea, and so on; but only mention the Counties. Try again—Northumberland, Durham, Cumberland, etc. etc., to Buckinghamshire. What goes with M?" "Stafford." "With T?" "Cambridge, etc. etc. But I have only learned half the Counties, Sir; I wish the Alphabet was twice as long as it is, then I could learn the remainder." "You need not wish that; we will see what you can do with the knowledge you already possess. You know the half that you have learned *thoroughly*, do you not?"

"Yes, Sir, *thoroughly*."

" Well, anything which you really know *thoroughly*, that is to say, anything you can give accurately *instantly*, you can use to assist you in remembering something else. You can learn the remaining half of the Counties *by means of the half you already know*, thus:—

A thumb pressed on an ox.
 Murder none can gloss.
 Cucumber in a man's mouth.
 West wind in summer.
 Y'r hawk my pigeons will share.
 A lanky victim of Burke.
 Chess, Sir? Ay.
 Elder age and middle.
 Not in ken.
 Link on Sir six.
 In a rut we may ham share.
 If less important I would endorse it.
 A staff used by a deaf 'un.
 A shop for corn.
 Here I can an angle see.
 Worse care ne'er.
 War might in a den be.
 A north hamper full of flint.
 A hunt is merry.
 I came up a mount.
 Folk like a comrade.
 Suffocated visitors cannot leave a card again.
 Expectation broke.
 Are you full of care ma?
 Bed and breakfast.
 A king hearing a glum organ.

" Well, do you think you can say them now?"

" Yes, Sir ; I think I can."

A Acorn, Thumb Ox, Oxfordshire ; B Bee, Murder Gloss, Gloucestershire ; C Sea, Cucumber Man's mouth, Monmouthshire."

"Yes, right, but only utter the name of each County."

"Very good, Sir :—Somerset, Wiltshire, Berkshire," etc. etc.

"You see you have got over the difficulty of learning the Counties; you have said them all correctly, in the precise order in which they are arranged."

"Yes, Sir, thank you; I am so glad! Please are you going to teach us to learn *everything* that we attempt by means of that Alphabet? or did you prepare it expressly that you might have it to teach the Counties with, sir?"

"Oh no; neither one nor the other; I merely used it to show you the power of *association*. In my ordinary lessons I supply my pupils with a Mnemonical Key, which I have prepared with great care, and which is so peculiarly adapted for associations that it may be used instantly, and it is suitable for an almost endless variety of purposes?"

"Yes; now I remember, when you were delivering your Second Course of Lectures on Memory at the Crystal Palace I heard you once, and you had a number of little boys and girls with you, that you had taught, who learned things very quickly before the audience, and you said they used your Mnemonical Key. When will you teach us *that*?" "I will give it you at once." The Key is given, and after three lessons, of an hour each, the delighted boy can learn quite as rapidly as the little boys and girls at the Crystal Palace.

ATTENTION.

We have noticed the great importance of attention, or observation, as a preliminary to Memory, it will therefore be well for us to have a correct knowledge of that which tends to prevent, or to destroy attention.

There are two great causes of distraction or inattention,—EXTERNAL IMPRESSIONS and INTERNAL EMOTIONS. Thus, suppose a person is *nominally* hearing a lecture or a sermon, he may *positively* not be hearing it at all. Either his attention may have been attracted by something he has just *seen*, and he may be *wholly* thinking of *that*; or something *said in the address* may have touched an inner chord, may have aroused a host of old associations, may have caused a train of thought, and thus his mind may be thoroughly *absent*. And mark, if an address is “inanimate,” “dry,” and “*without many ideas*,” the distracting influence of external impressions will be felt by many listeners; and if the address is “spirited,” “interesting,” and “thoughty,” the distracting influence of “internal emotions” will act just as powerfully with an equal number. This is the case, always has been the case, and always will be the case, unless minds will ultimately be made upon a new and improved principle! We may, perhaps, prefer that it were otherwise, but if we want to accomplish anything, we must take minds *as they are*, and must not treat them as though they were *as we would wish them to be*. Well, what can be done in order to fix the attention? is the very natural inquiry. Perhaps you will smile, and say, “You will suggest ‘*Use Mnemonics*,’ of course.” Yes; that is just the very thing to do. We have seen that there are two great distracting agents, two great unwelcome attractions, which are ever ready to exercise their influence unbidden, and which often do so against our will. Well, what are we to do? Why, establish a Mnemonical *counter-ATTRACTION*: knowing that we shall *for a certainty* be assailed, let us be prepared to meet these attacks,—fortify our mind with our attention-taking, thought-securing basis of

association, upon which we can with ease arrange, deposit, and fix, and instantly lay hold of our ideas. Mnemonics here is signally triumphant. The most successful effort of ordinary attention is *failure* compared with *Mnemonical association*! To say that a sermon, speech, or lecture can be remembered ten times as well by Mnemonics as by unaided effort, is giving the inexperienced but a poor idea of the advantage to be derived. It is an immense pity that the hundreds of thousands of anxious listeners, who are constantly *regretting* their inability to retain that which they hear, should be thus needlessly minus one of the greatest intellectual and spiritual advantages and gratifications which they could ever enjoy. It is frequently asked "Is it really possible to form associations with sufficient rapidity to secure the ideas given in an address?" It is frequently! REALLY IT IS!! Many say they should think that while we were endeavouring to fix one idea, the speaker would have gone on to another or two, and that consequently the plan must fail. This is a very reasonable supposition, and certainly appears to be a great objection, but there is one thing against it,—it is *not correct*! It is perhaps scarcely necessary to say, that in this, as in other things, "practice makes perfect;" and it may sometimes happen that *first* attempts are partial failures. Although it is scarcely possible for the pupil to fail, if he has been properly taught, and does that which he has been told, *and which everybody with intelligence beyond that of an idiot may do!*

I have met with not a few who profess to know all about Mnemonics, who are most flippant in narrating the details of their experiments and *failures*. If this should meet the eye of any of their intimate friends, it would be a service on the part of such to

suggest *silence*, as non-success clearly shows that they do not know "all about it." Either the *fabric* was defective, or they are somewhat *pitiably* destitute of *associating power*. Those who have "tried Mnemonics," and who raise the grave objection that they cannot use it for sermons, as they find they form unsuitable associations, which mar the sacredness of the subjects to be remembered, will be delighted to learn that I have developed a Mnemonical BIBLICAL KEY, which at once removes the difficulty of which thousands, prior to its invention, complained. But it is right to add here, that my Secular Key is very well adapted for sermons and things serious, for those in whom the associating power is properly manifested. The Biblical Key is equally available for those who wish to *speak* without notes upon serious things. Having noticed the two chief causes of distraction, it may be well to mention two or three others, which detract from the benefit of both ordinary attention and the effect of Mnemonics. An unconscious or indulged liking for reverie; having taken an indiscreet or excessive supply of food, and the existence of bad ventilation. The latter may sometimes be remedied by opening a door or a window; if not, the rectification of the disadvantage should be seen to by those who have the power to arrange for permanent proper ventilation, as hot and impure air invariably tends to make many people either restless or sleepy. The other two conditions generally rest entirely with the individual. Certain articles of diet almost invariably upset some people, or make them drowsy, and over-eating is nearly sure to have the same effect. To avoid these reprehensible indulgences, for further observations on diet, see page 70. Some people *practically* appear to think a church or chapel the legitimate place in which to let the head go "wool-

gathering." They willingly allow the mind to wander, let their thoughts go to the ends of the earth, and then express surprise that they remember nothing of the sermon! Reverie is a species of mental dissipation, which is very prejudicial to the development of intellectual power; and those who wish for eminence, or only for improvement, should habitually strive to conquer it. The eye has a great deal to do with attention. If we "look about," we are likely to see many things which may distract us; so it is desirable to keep the eye on the speaker, if possible, not on bald heads or pretty bonnets; and now and then a voice within should whisper, "Pay attention!" by thus controlling the eye we not only avoid being influenced by surrounding objects, but we can more thoroughly enter into what is said, by seeing the physiognomical expression, or the gestures which accompany the words. Speaking upon this point is suggestive of a circumstance which is so remarkably rich that I cannot refrain from introducing it.

A lady, who had taken lessons of me, took her attendant to hear one of my public lectures, in which I spoke upon the means of insuring attention. A few days afterwards, the lady inquired, "Well, Elizabeth, did you carry out Mr. Stokes's suggestion on Sunday evening, when you heard the sermon? Did you look at the clergyman?" To which Elizabeth innocently replied, "I tried to do so, ma'am, but there was a *pillar* in the way. I could not; but I saw a very nice young man up in the gallery, so *I kept looking at him instead!*" This was given me as a positive fact, and I have great faith in the veracity of my authority.

The mind's eye may traverse in various directions when we are attempting the pursuit of a particular course of thought; but ordinary thinkers generally

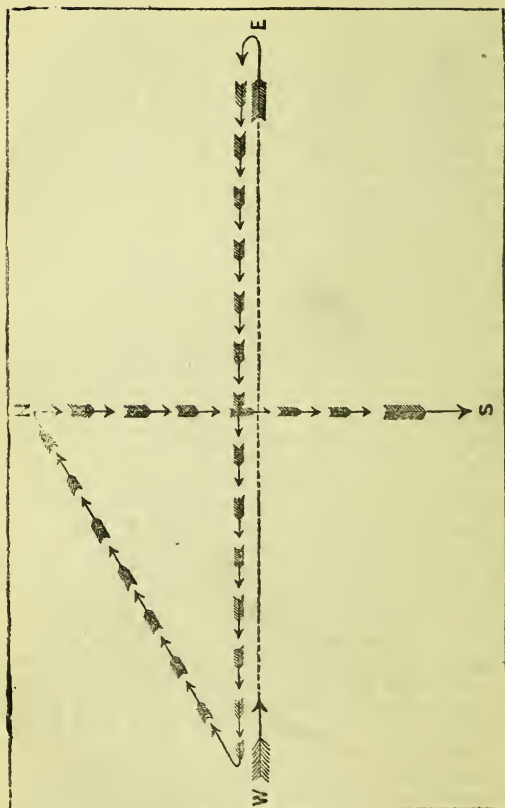


Diagram showing mental deviation from the line of concentration.

think from *left* to *right*. Various distracting influences, however, frequently cause mental deviations from the line of concentration, of which diagram p. 110 is an illustration. The lower part of the page is supposed to be south, consequently, the left hand is west, as usually found in maps. The reader is supposed to think along the dotted line, and, in the majority of cases, from constant habit, almost amounting to instinct, when the words east, west, north, south, are mentioned, the mind's eye will take the course described by the arrow, and instead of going simply four dots along the line, it will *start from* WEST to east, and will then proceed from east to west, from west to north, and from north to south ; its entire course assuming the shape of the figure 4.

Diagram, page 112, is a more elaborate indication of mental deviations from the line of concentration. The mind's eye is supposed to proceed from left to right, from one dot to another continuously along the line. But with all minds there is an inherent subtle tendency to distraction, which, if unrestrained, will frequently produce confusion, forgetfulness, and erroneous conclusions, as the mind may miss its mark, as indicated in the diagram.

A HINT FOR ASPIRANTS TO THE PLATFORM.

Accustom yourselves to speak in private with clearness of thought and distinctness of articulation, being ever mindful of the proper choice of words. In public, speak in the same manner precisely, and let your only special endeavour be to *keep cool*. If you are acquainted with your subject, you will succeed ; but if you try much to remember, you will probably "break down."

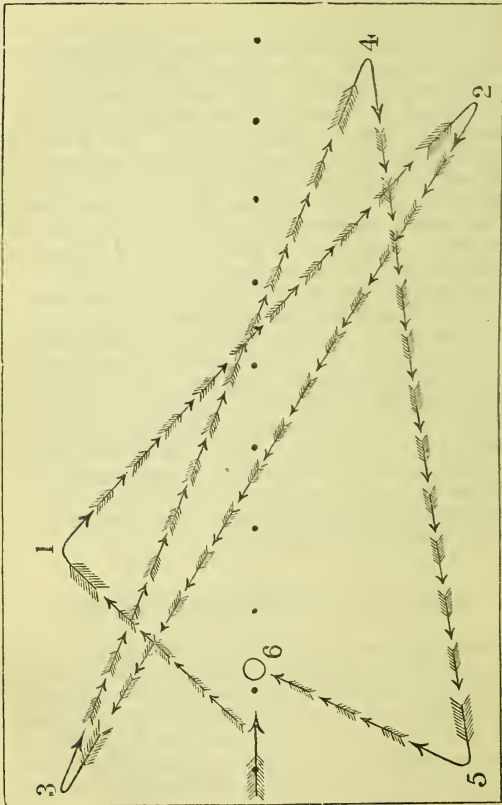


Diagram showing complex mental deviations from the line of concentration

A WORD TO CLERGYMEN AND PUBLIC SPEAKERS

If possible, give your hearers an idea of how you propose to treat your subject, and *be sure you keep to your points*. Some public speakers announce the heads of their discourse, and immediately take an excursion to the *antipodes* of their topics, from which they do not return; thus leaving their auditors in perplexity. Show the divisions clearly as you proceed, and take a brief glance at them in conclusion.

Many have added greatly to their usefulness and popularity by adopting this plan, which renders their addresses much more easy to be remembered.

GENERAL ADVICE.

Test and trust your Memory constantly; but do not try experiments upon important matters, without having writing to refer to in case of failure. Some people have bad Memories, because they do not use them. Exercise your Memory well, but do not over-tax it.

GOOD AND BAD MEMORY.

The advantages and delights of a good Memory are so numerous, so great, and so apparent, that to attempt any further *to prove* the desirability of cultivating this faculty, would be a gross insult to intelligence; for with the means of improvement within his reach, none but an idiot would rest content with a bad one. How pitiable, how sad is bad Memory! It makes void experience, nullifies study, blunts perception, confuses thought, cripples judgment, makes the countenance vacant, destroys self-reliance, crushes hope, lessens aspiration, mars enjoyment, and diminishes usefulness; it occasions needless trouble, neglect of duty, non-success, bitter disappointment,

pecuniary losses, and irreparable disasters; it causes frequent embarrassment, apparent untruthfulness, suspected dishonesty, unintentional incivility, and seeming ingratitude; it destroys respect, produces contempt, severs friends, and makes enemies; it is a perpetual inconvenience, a constant annoyance, a *needless disgrace*, and a nuisance to society! In short, it is the offspring of neglect, the parent of stupidity, the friend of ignorance, and the foe of mankind!

MNEMONICAL CLUES.

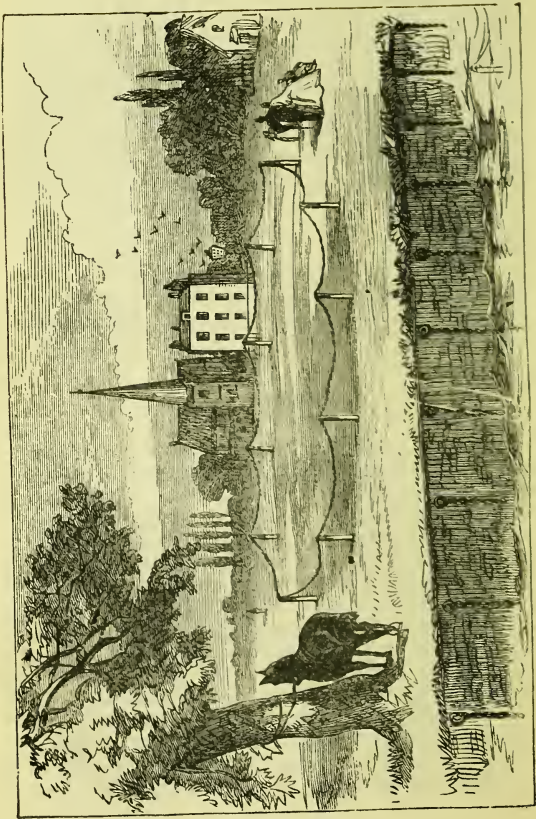
There is a great difference between "the thread of a story" and a "chain of ideas;" sometimes there ap-



pears to be neither in that which we wish to retain, in which case it may be desirable *to make one*. The characteristics of the things to be remembered must determine when we shall run a thread, or form a chain. Both plans are Mnemonical, and the associations of which the thread or chain is composed, may be throughout Artificial, but, if properly carried out, either method may be of equal service, according as occasion may require. The anti-Mnemonists argue that the thread may be broken, or that the chain may be snapped, and that then neither would be of use; but if they are well made, there need be no fear of such an occurrence in some instances, and in others the Mnemonist will know in an instant which method to use, and how to use it effectually, as illustrated in the engraving.

RECAPITULATION.

When we are thoroughly acquainted with a subject, it is often difficult to suppose that other people are not as conversant with it as ourselves. Many of my readers, doubtless, see the drift of all that has been said as to the philosophy of Mnemonics, but probably *some* do not, so a little recapitulation, combined with partial novelty of illustration, may be permitted. On page 116 is a fancy sketch of a village green, and apparently there is nothing in it. It is symbolical, however; and, besides illustrating various other things, it will demonstrate *the power of symbolising*. When it is difficult to retain an idea, we sometimes fasten another idea to it, in the same way that we might tie a halter to a horse that we might the better hold him. Sometimes we do not wish to maintain constant hold of an idea which we have



Symbolised mnemonics.

thus secured, but wish to dispose of it for the time being in such a manner as to be able to get it readily again ; in which case, we form an association with a fixed thought, just as we should tie the halter to a tree in order to prevent the horse from running away. As we know that some ideas will assuredly run away if we do not thus secure them, we prepare our minds with all that is required in enabling us to retain them. The post and chain arrangement represents a number of Mnemonical fixed thoughts, supporting linked ideas. The staple and chain arrangement shows another mode of using Mnemonical fixed thoughts, which, for many purposes, is as useful as the previous method ; but when, as will sometimes happen, there is a possibility that a link in the chain may be snapped, it must be evident that there is a risk of losing the remainder of the chain, which would drop into the water, or be lost in oblivion. Should a link of a chain between two posts be broken, the portion of the chain, which would otherwise be lost, may be recovered through its being attached to the next post. Hence the importance of having a suitable supply of Mnemonical fixed thoughts, and of making good use of them. Frequently we simply want a resting-place, or depository for our ideas, in which case, with Mnemonical wings our thoughts fly like pigeons into a pigeon house, and "birds do not feel their wings heavy." By the bye, birds suggest eggs, and eggs suggest to me that here I should make a very important observation. A great many people who know *something* of Mnemonics, or of "A System of Mnemonics," erroneously arrive at the conclusion that they "*know all about it*," if there is any resemblance between that which is advocated and that which they possess, by which they may be most egregiously mistaken. Cole-

ridge says, "*There is a great deal of difference between an egg and an eggshell, but, at a little distance, they look remarkably alike.*"

Those who object to take great pains with Mnemonics, may take small panes of glass in a dwelling-house window, and may thus get their mind in the right *frame* to understand local arrangement; or, if they prefer employing another principle, they may use the various objects in the house with success.

For instance, a stove, with its appurtenances, would be a great (*grate*) assistance. With such simple means, an intellectual blaze may be produced with a spark of Mnemonical intelligence. The ancients, we are informed, worked mainly thus with houses, associating ideas for their Mnemonical improvement in each room; but it has been found that in this there was room for improvement, for some such *objects shun*, or have, to their use, a strong *objection*.

STOKES'S MNEMONICAL TIME ECONOMIZER.

We have seen that the use of Mnemonics saves time, but we can employ its principles for this purpose in another manner. How many of us often wish we had "more time"! and how often we wish that others would not rob us of our time! and we lament that we cannot have our wishes gratified. "What a boon it would be if something could be devised that would prevent people from wasting time!" has been uttered again and again. It is my gratification to introduce to you that boon. It is of purely Mnemonical origin. It has been well tried, and it has an amount of power which is somewhat startling. Here it is; try it! and make it widely known among your friends.



Time, to a man is more than cash,
 So waste it not by talking trash ;
 In few words say all you require,
 And then without delay, retire.
 To aid you, as you watch his face,
 A watch-face there in fancy place ;
 Or clock-face (think you face a clock),
 Which curious plan will no doubt oc-
 casion you, without much trouble
 His and your own spare time to double !

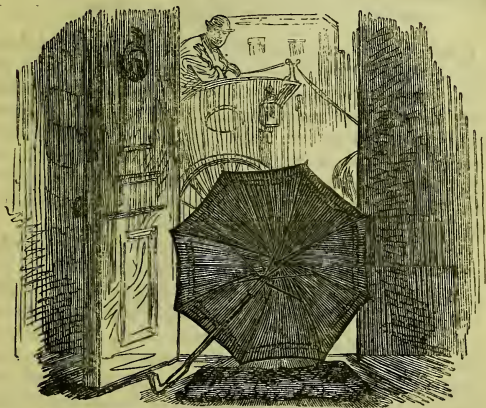
This gentle hint rarely fails to suggest even to the most inveterate gossippers, loiterers, intruders, and time infringers generally, the desirability of beating a retreat as speedily as possible, and is declared by many business men to be one of the most valuable things ever placed in an Office.

May be had on card of all booksellers, price 2*d*, or by post 3*d*.

MNEMONICS APPLIED TO UMBRELLAS.

That many people have an unfortunate habit of forgetting, and consequently of losing, their umbrellas, is a fact of which just one or two of my readers may possibly be already aware. An umbrella worn out in the use of its original purchaser would be considered by some I know, to be a curiosity of almost sufficient interest to be worthy of a glass case, and a place in the British Museum. "Will Mnemonics apply to *umbrellas*?" is a question which has often been put to me with such serio-comic anxiety, that, for the public good, I feel compelled to answer "Yes ;" and to show its application, regardless of the possible unphilosophical unpopularity I may thereby incur from certain members of the Sangsterian fraternity, I can give you a choice of two distinct methods,—you can either have a lingual or a visual reminder. Acquire the habit of saying, "No, thank you, umbrella!" "No, thank you," you must utter *aloud*, but the word "umbrella" you must say *mentally*. The result will be that, some day, when you are making a purchase in a shop, in reply to the inquiry, "Anything more, please?" you will say, "No, thank you" (umbrella!!!) and will add to yourself, "Well, if it had not been for Mr. Stokes, I should have left my umbrella behind, for a certainty." But it sometimes happens that umbrellas are lost under other circumstances. There may be nobody near to awaken the suggestion, in which case you can insure remembrance by using a *visual* reminder. Accustom yourself to see, in imagination, your umbrella opened, and obstructively lying in the doorway, as indicated in the engraving, inviting you not

to forsake a friend when the sun shines on you, that you would assuredly seek on a rainy day.



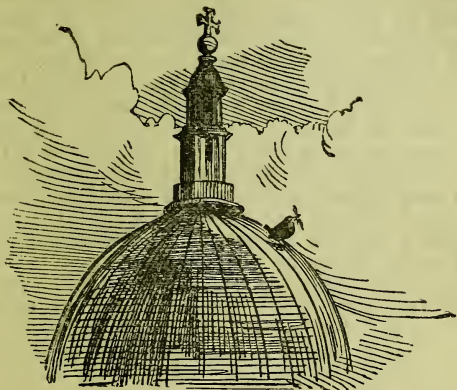
You will not find it difficult to adapt these suggestions to your own special requirements. Sticks, gloves, and overcoats may be thus preserved. A stick in the passage as a leaping bar, your gloves on your friend who is "shaking hands," and your overcoat on the arm of the cabman you are paying, are little Mnemonical *imaginings* which will commend themselves, not for their *poetic*, but for their PRACTICAL character.

SYMBOLIZATION.

*Mnemonic Representation of St. Paul's Cathedral,
and the name of its Architect—Wren.*

Symbolization is a branch of the Mnemonical Art, and though its application may seem formidable, or often impracticable, to those who are not acquainted with it, it is far too valuable to be passed by here without further notice. Many people seem singularly devoid of symbolizing power, yet their uncouth or imperfect mental representations may be comprehended by *themselves*, and may be useful to *themselves*, although not communicable to others.

Experience will soon show that it is often easier to think of a part instead of a whole, and to think of the concrete instead of the abstract; thus, if St. Paul's Cathedral were mentioned, it would be easier to think simply of the upper part of it, as a symbol, than to try to bring to mind its whole exterior and interior, and the upper part alone would suggest St. Paul's *quite as well* as the thought of the entire building; and suppose we wanted to teach a child that the name of the architect of St. Paul's was WREN, the *symbol* of the name, a *wren*, would be more easily remembered than the mere *utterance* of the name. The straw in the wren's beak, the symbol of its being in the act of *building*, would be more easily remembered by the child than the word architect, yet would be in effect the same. Test this, if you doubt its power. Tell a number of small children the simple fact that St. Paul's Cathedral was erected by the architect, Wren, and the majority of them probably will soon forget that which you have said.



Then convey the fact symbolically, as given, and if the symbol is not more powerful than the ordinary verbal statement, it will be strange.

Now should this picture seem to make
Associations slender,
Just use the last word of this rhyme,
Which strong the link may (w) render !

Impressions made thus to minds that are awake to this mode of action, are very quick and enduring. Availing myself of the knowledge of this fact, I am certain that thousands who read this book, "STOKES, ON MEMORY," will, through this illustration, have my name inseparably connected with the objects used. Thus, while apparently I have been merely illustrating the application of a principle in fixing a fact, I have simultaneously, to thousands of minds, rendered St. Paul's

Cathedral—that fane of Fame, to be associated with which so many celebrities have aspired in vain—a stupendous monument to the Stokes, of Memory, and, in time to come, to the Memory of Stokes !

On the principle of involuntary suggestion, you will be surprised to find how frequently you will think of “Stokes, on Memory,” in future, owing to the sight of some object to which I have alluded ; or to the observation of some fact to which I have referred.

I have intentionally associated myself with many things, in order to produce this result ; for it is most desirable for the furtherance of Mnemonics that my name should be a “household word.” With many of my pupils, and with those who have a practical knowledge of my System through my public lectures and from my works, my name is habitually used ; and if they wish to remember anything, they say, “I must STOKES that,” which often occasions inquiry in those who would otherwise know nothing of the matter. Everybody may thus aid me by mentioning my name, by recommending the purchase of my works, and by suggesting the adoption of my System. I urgently solicit this favour of all those who have benefited by my labours, and who approve of my plan.

Let each of my pupils and appreciative readers regard himself as a kind of intellectual missionary, and endeavour to aid me in disseminating principles which are assuredly destined to triumph, sooner or later, and which, in triumphing, will bless mankind.

When there exists a great evil which we would annihilate ; when vast obstacles stand in the path of progress ; when difficulties are numerous, formidable, and diversified in their characteristics ; when we find we are opposed, or if not absolutely *opposed*, when we find we are *disregarded*,—it is questionable policy

to adopt the untruthful device of endeavouring to make it appear that everything is just as we would have it. It is true that Mnemonics is a Science of origin DIVINE ; that its principles pervade all minds ; that from the creation until now, their operation has been unceasing ; that records of the achievements of the Mnemonic Art have been handed down to us almost from time immemorial ; that many of the mightiest men of learning and genius have been its humblest disciples, its most grateful friends, and its most zealous advocates. All this we know. Yes ; it is true that genius has worshipped at its shrine, and learning most profound has done it honour,—*yet it is* TRUE, most lamentably true, that, notwithstanding the records of the past and the achievements, triumphs, and trophies of the present, the “educated,” the intelligent masses—the *world*—know not, and seem not much to care to know its wondrous worth. The adoption of the Science by a few paltry *thousands* cannot be regarded as *anything*, when we consider the countless myriads peopling the earth—when we realize the fact that Mnemonical thinking is as essential to the proper exercise and full development of our intellectual existence, as proper breathing is to our physical being ; in spite of all that has been said and done, we may say comparatively—almost *absolutely*—that THE SCIENCE OF MNEMONICS IS A THING UNKNOWN ! Where it *is* known it is too often known only to be ridiculed, despised, maligned, and rejected. Why should we try to hide these facts ? FACTS THEY ARE ; then let us acknowledge them, face them, combat them, and, if possible, let us overcome them ! Let us hope that the day will come when it shall be considered as great a disgrace not to practice Mnemonics, as it is at present not to read ! What must we do to hasten this ? Success or failure

depends entirely upon those who are now the avowed friends of Mnemonical Science ! No movement can thrive, or even exist long in a state of vitality, without organization—without a head—without intelligent co-operation. The merits and claims of the Science of Mnemonics have been explained and demonstrated with sufficient clearness ; it remains now only to make them *more extensively known*, in order that they may be *adopted*. We may learn a valuable lesson from unfortunate experience. But little good has ever arisen from the contentious discordant bellowings of the egotistical and antagonistic herd of “wonderful discoverers,” “great inventors,” “remarkable improvers,” and “only able teachers.” Mnemonics is in its present degraded condition, not because it has had *no* advocates, but because it has had *too many*—because it has had many friends, all enemies—because there have been many *Systems*, but no *SYSTEM* ! There are two distinct species of Mnemonical ability—the creative, and the appreciative. The former of any worth, for the purposes of dissemination, is comparatively rare. Let those of creative talent unite and work harmoniously for the general good ; and let the appreciative, as with one mind and with one voice, experience and assert the value of *ONE PLAN*, or of one many-plan-formed *SCIENCE*. The necessity and great advantage of organization and united effort must be apparent to all who are tolerably clear-sighted. Although much that has been written against Mnemonics as a *Science*, is fallacious and unjust, yet it is certain that it is in many cases right as regards the particular “Mnemonics” upon which the assaults are made. Much positive harm has often been done to the Science by those who have been actuated with the very best motives ; attempts have been made by really clever

Mnemonists to convey to the world, in print, that which they themselves understood as well as their alphabet, but which, to the general public, was almost "like Greek," and which could only be communicated properly, to many minds, by the most careful verbal explanations.

These published "*explanations*," or rather "*mystifications*," which, if *comprehended* as intended by their writers, would have been most valuable, have *invariably* been misunderstood by a great many who have studied them; and these non-comprehending readers have produced a multiplicity of so-called "improved" systems, in which they enumerate an immense number of "defects" and "objections" regarding the plans from which they have derived their Mnemonical "knowledge," and then proceed to make a variety of *alterations*, which, instead of being "*improvements*," are positive *deteriorations*, merely originating in their own want of perception. When systems have gained a certain amount of popularity, the desire to "make a name" has undoubtedly actuated many to endeavour to "improve" upon them, or, at all events, to try to get the credit of improving upon them. But a far more frequent cause of the production of "New and Improved" Systems, has been *dishonesty* on the part of their producers. Many who have taught Mnemonics have had the meanness and ingratitude to speak against those who instructed them, and have untruthfully professed to have made various "discoveries" and "improvements," simply in the hope of obtaining pecuniary advantage—in fact, with the endeavour of robbing their instructors of both credit and cash. The history of Mnemonics affords records of such unprincipled behaviour having taken place hundreds of years ago, and it has been more than once attempted in reference to myself. At the urgent request of

several ladies and gentlemen, who have been made the subjects of attempted, and in some cases, of actual, imposition, in order to put the public on their guard, I am induced to make known a few facts which, from their very unpleasant character, I should have preferred, if possible, withholding. Owing to my great success, I have been compelled, for several years, to have "Assistants." One of my nominal "Assistants" I deputed to represent me in public, and he had the cool impudence to mount *my platform*, repeat *one of my lectures*, illustrate with *my pupils*, and to call them *his*, putting forward his name to the entire exclusion of my own. I was, of course, compelled to dismiss him. As he has since been endeavouring to obtain pupils by designating himself "late of the Royal Colosseum," where this took place, and as he was the only person who ever conducted my illustrations there, besides myself, the publication of this fact may, perhaps, sometimes serve him as a "letter of introduction."

On another occasion, I sent a "representative" into a large town, and, after a few weeks' absence, he wrote to me to say, that to prevent any mistake in the delivery of his letters, in future I must address him as "*Mr. Stokes*"—the people generally had taken him to be "Mr. Stokes," and he had not taken the trouble to undeceive them. At the same time he desired me to send him £10 at once, as he had been living beyond his income, and if I did not comply with his request, if ever I went into that locality, I should find my name in "*very bad odour*." This was a man of classical education, and he was, till then, of supposed respectability. I immediately had my portrait engraved on steel, for my little book, and the London Stereoscopic Company have since published my "*Carte*," which is rather unfortunate for

those who wish to personate me. Several other unprincipled people have attempted somewhat similar deceptions and frauds, but have generally been frustrated, as, where my name is mentioned, those to whom application is made, are usually sufficiently keen to write to me to ascertain if the statements made are reliable; and when a self-styled "improver" presents himself, he is at once regarded with suspicion, as I only impart my system to those who agree not to teach Mnemonics except with my sanction, and *in conjunction with me*. The desirability of enforcing this restriction becomes daily more apparent, as some of my pupils have, for their own personal benefit "IMPROVED" my system to such an extent that, until they again employed it in its original condition, it was USELESS.

"NEW AND NATURAL" SYSTEMS OF MEMORY.

While speaking of the difficulties against which Mnemonics has had to contend, there is one phase of the matter which requires especial notice. Many knowing "Mnemonics," or "Artificial Memory," to be unpopular, have joined in the cry raised against it, but have, in reality, taught it under another name, such as a "*New and Natural*" System of Memory. These have been, for the most part, old artificial systems, either taught intact, or subjected to slight alteration and very questionable improvement. The "New Theories" of Natural Memory also brought against Mnemonics, have frequently been nothing more than pedantic and bewildering explanations of common principles, undoubtedly known to Adam and all his rational descendants. The conduct of these impostors, who use this peculiar species of attack

upon Mnemonics, is doubly mean and hateful, as it involves both *plagiarism* and TREACHERY.

It has been thought by some that my mode of advocating the general claims of "Mnemonics" has been such as must prove detrimental to my personal interests, and to the protection of the public from imposition ; their idea being that ANYBODY can say he teaches "Mnemonics," and that, consequently, whatever worthless rubbish may be thrust upon the public, will, nominally, have my approval. I should be sorry if such were to be the case ; but I would much prefer subjecting myself to being censured for that course of conduct, than be guilty of meanly attacking those who have done anything to further the Science. I have therefore always appeared as the advocate and defender of the Science of Mnemonics, and have made no attempt to enhance the value of my own System by detracting from the merit of that which others have propounded. In fact, as far as possible, I am the friend of every Mnemonist. This peculiarity in my mode of advocacy was noticed by the press at my first public lecture at the Royal Colosseum. The *Daily Telegraph* thus writes, June 19th, 1861 :—"Unlike the generality of his fellow-lecturers on the Art of Memory, who impudently pretend to have made all kinds of wonderful discoveries, Mr. Stokes candidly avowed that the principles which form the foundation of his System are of very ancient date, and were, in fact, well known to the Greeks and Romans."

It is true that such was, and that such is, my mode of procedure. But the fact of my not attempting to take to myself the credit due to others, is no reason why I should passively allow others to endeavour to take the credit which is justly due to me. Having studied deeply the Mnemonical Literature of the past

and present, and having in my possession a Mnemonical library, superior in many respects to that of the British Museum, I am qualified to pass an opinion, based upon practical knowledge ; and I can make two assertions which can never be disproved.

First, I am teaching successfully many extremely OLD Mnemonical schemes, which some of the most MODERN writers upon the subject have declared to be USELESS and OBJECTIONABLE ; and, second, I am disseminating a number of Mnemonical appliances, based upon old Mnemonical principles, but which are, in the general acceptation of the term, NEW and ORIGINAL ; appliances which were not to be found in the whole range of Mnemonical Literature, anterior to the date of my introducing them. Mark, however, I do not recommend them on account of their "novelty" and "originality," but on account of their immense USEFULNESS ; and I direct attention to the combined antiquity and originality of that which I teach, in order that I may not be charged with arrogating to myself credit to which I am not entitled ; and in order that I may not be robbed of hard-earned literary credit, and of current cash, by a number of ungrateful, untruthful, and unthinking literary THIEVES, who would claim anything, steal anything, and endeavour to undermine the professional reputation of anybody, in order to earn an honest (?) penny, and "to get their name up." The literary world has a great aversion to "stolen property," and holds its venders in supreme contempt. What, then, can be thought of those who STEAL, and try to show that *he* whom they have *robbed*, from them has STOLEN ? Judging from what has been done before, it is not *improbable* that other editions of this book, with sufficient "improvements" to mar its utility, will shortly be issued, with other "authors" (?)

names attached to my pieces of composition. A great many "writers" of Memory Books seem to have made them according to certain directions, as a cook would follow Soyer.

For the benefit of any who may aspire to similar productions, I give the following

RECEIPT TO MAKE A "MEMORY BOOK."

If you'd make a "Memory Book"
 To this receipt you'd better look :
 Old methods hit with all your might,
 And say you've set their failings right ;
 Mnemonics say you don't believe in,
 (And yet Mnemonics you must weave in),
 Its origin you can with ease
 Attribute to Simonides,
 And then explain it as you please.
 Stray thoughts from various authors bone,
 And add some rubbish of your own ;
 Take some leaves from Dr. Grey—
 Four, or half a dozen, say ;
 And twenty from Feimaigle take,
 And then the whole together shake,
 And thus a "Memory Book" you'll make ;
 And henceforth, best of all best jokes,
 Pray say that you've improved on STOKES ;
 Have it bound, and send it out,—
 And pipe-lights it will make, no doubt !

It is sometimes very difficult to tell where Natural Memory ends, and where Artificial Memory begins ; and in most instances this matters but little, as it is folly to attempt to repudiate Art. The opponents of Artificial Memory appear to be most *forgetful* people ; they forget that when they write against Art, in so doing they employ the "*Art* of spelling," and the "*Art*

of writing," which would be valueless without the "*Art of reading*," the use of which would be circumscribed without the "*Art of printing*;" and that the implement they use is an *Art-made* pen, conducting *Art-made* ink to *Art-made* paper, produced with *Art-made* machinery from *Art-made* materials; and that they would never have perpetrated the absurdity of penning such trash, if they had been better skilled in the *Art of reasoning*, and had had the facts upon which to reason arranged in their mind by means of that which they endeavour to extinguish—the "*ART OF MEMORY!*"

WRITING is in itself a species of ARTIFICIAL MEMORY: thus, the written word "*Memory*" is an *Artificial* combination of letters or *Artificial* signs, which it has been agreed by *Art-using* man, shall, in the English language, represent, or suggest, or bring to our Memory, that particular power or action of the mind, *Artificially* named "*Memory*."

The reasoning of the antagonists of Mnemonics is in effect this:—To bring ideas before the Memory by means of pen, ink, paper, writing, printing, and reading, is wise; but that to bring the same ideas before the Memory, *without* these particular auxiliaries, is folly. The philosophy of such reasoning is too profound to be at once apparent, and it must have very able expositors—which it has not had yet—before it can be for a moment tolerated by those possessed of rightly-used intelligence. The opponents of Mnemonics have been wordy, satirical, abusive, obstinate, obtuse, and vindictive, but they have not been *logical!*

Many men delight in the contemplation of their influence, in the knowledge of their power, but exultation in the benefits conferred upon society by the exercise of influence and power, is a delight which is nobler by far. The bitter and unmerited attacks

which have been made too successfully upon Mnemonics, may have gratified this love of influence; but the results, to the sensitive mind, must awaken absolute *grief*. Many of the cleverest men that ever took up pen have written against Mnemonics; many of the ablest men that ever engaged the public ear have spoken against it; and many of the most influential men have worked against it; yet Mnemonics is a great FACT. But upon the ground of its being a great FACT, some men, in the plenitude of their wisdom, would despise it. They, in the majesty of their intelligence, repudiate the recognition of *facts*, and deign only to pay regard to PRINCIPLES, to THOUGHTS—to deal solely with thoughts, ay, FACT-LESS “*thoughts*” (?) is that of which they are proud! To collect them, to create them, to preserve them, is their aim, their sole ambition.

The mere THOUGHTOLOGIST, who makes a thought his goal, and, in his haste to reach it, pauses not to look at FACTS, too often speeds to ERROR!!! This objectionable haste, this presuming that a “thought” can be worthy which is simply based upon a “thought,” has done the world much harm in reference to Mnemonics. Those who have neglected to obtain or to regard the FACTS upon the subject, have “thought” that Mnemonics was of very circumscribed and questionable utility, and have “thought” that THOUGHT would be injured by it; in fact they have “thought” that all thoughts which can be thought of by it are not worthy of thought! For instance, some have “thought” that Mnemonics would only apply to *dates* and *isolated* facts; and then they have “thought” that to repudiate *Chronology* would show wisdom, and that to ridicule the accumulation of facts, would be indicative of philosophy; but it is better to possess *isolated* FACTS, than to

cherish *connected* FALLACIES—mere *factless* THOUGHTS! The THOUGHTOLOGISTS' intended attacks upon Mnemonics are, in reality, arguments in favour of its *full* APPLICATION. That Mnemonics is of very circumscribed and questionable utility, is a *factless* THOUGHT. That Mnemonics is valueless in uniting facts and thoughts, in the application of principles, is a *factless* THOUGHT. That to assail that which we do not understand, and to despise the acquirement of that which we cannot master, is *wisdom*, is a *factless* THOUGHT; and the union of these *factless* THOUGHTS places the THOUGHTOLOGIST UPON A THRONE OF ERROR, UPON WHICH HE CAN, WITH COMPLACENT ARROGANCE, WIELD THE SCEPTRE OF IGNORANCE IN THE MOCK ROBES OF PHILOSOPHY!

Upon the scroll of fame are emblazoned the names of those who demonstrated the *usefulness*, and not the *uselessness* of the discoveries and inventions with which their Memory is associated. A writer may pride himself upon having "smashed Mnemonics all to pieces," but like the ignorant countryman who boasted of having "killed" a *watch*, he has *achieved* a *very questionable* victory.

The Anti-Mnemonical books upon Memory are pernicious weeds in the field of literature, which must ultimately be trodden down or uprooted by enlightened public opinion.

But let us not be content with the knowledge that Mnemonical truth will triumph *some day*. It is gratifying to think that *posterity* will reap advantage from the Mnemonical truths which we are now sowing; but why should not the *present generation* participate in the benefit? Posterity will not *lose*, but *gain* thereby. Arouse, my fellow countrymen! Arouse, enlightened men of all nations! Lovers of progress, I say, arouse!—arouse and *share*, and help

to spread AT ONCE, the great, the universal boon—
 MNEMONICS!!! Your own comfort, and the prosperity of your children depend greatly upon the adoption of the Science. The influence of Anti-Mnemonical writings has proved a curse to many a young man, and has been a drawback to many a family. Many Anti-Mnemonical writers have been good, as well as both learned and, in general matters, wise men. They have written with the *purest motives* that which they *conscientiously believed to be TRUE*, but which *is FALSE*; and thousands of laborious students, deterred from Mnemonical study, through their instrumentality, have worked, as it were, upon the wind, have failed at examinations through the want of the aid which Mnemonics would have afforded their labours for years have been thrown away, and their prospects in life have been blighted for ever. This is but one phase of the evils, which are almost numberless. Although clever men may sometimes write trash, and good men may sometimes unintentionally give bad advice, that is no reason why both should be accepted. Mnemonics is a great FACT, and the interests of humanity demand that it should be as such regarded. The more numerous the attacks upon Mnemonics, the more formidable its antagonists, the greater the difficulties against which it has to contend, the greater the reason for unity, promptness, and unflinching perseverance on the part of those who would make known its merits.

It is never an altogether pleasing thing to have to try to prove that people are wrong in that which they think and do, and it is particularly disagreeable when the task is undertaken, not against a few, but against the world; to make statements which are thoroughly antagonistic to the general belief, without having one friend, without any support, with-

out even any admirers, to be a kind of intellectual Ishmael, for a man to feel that he has "his hand against every man's, and every man's hand against his"—this requires a certain amount of belief in that which one advocates, in order to produce continued effort. A few years ago, the distinction I won for myself of "The Champion of Mnemonics," was a very questionable compliment, and was as often conferred in contempt as in respect. But things have changed, and where there exists an intelligent knowledge upon the subject, I may be proud of my designation. It is not difficult for me to show that the world was comparatively ignorant of the nature and merits of Mnemonics, and altogether incredulous as to the possibility of any good ever resulting from it, when I commenced my public Mnemonic championship.

Notwithstanding the able efforts of my many talented Mnemonical predecessors, even while I write the Science is being assailed as valueless and injurious, through the press and upon the public platform, by men who *ought to know*, and by many who *do know* better.

Pertinacious adherence to uttered error is not an indication of nobleness of mind, or of greatness of intellect; some of the cleverest and most extensively appreciated writers and speakers of the day have not considered it in any way derogatory to their position to expunge, retract, and express regret at having made statements antagonistic to that which I have since proved to them to be of such worth—Mnemonics! Many of the most influential newspapers and periodicals of the day, that once attacked the System, have favoured me with their support; and the change that has taken place in public opinion generally, in reference to the subject, is very marked. In fact, I have abundant proof that my

humble, but earnest and unceasing labours for years have had important effect, not simply in London, but in all parts of England, on the continent, and, in fact, throughout the world !

Although the philosophy of obstinately disregarding important FACTS has never been fully demonstrated, there are many, who, in spite of all proofs of the efficiency of Mnemonics, seem to pride themselves in asserting that "there is nothing in it," or at least that they think "there is nothing in it," and that, if they are wrong, they are quite satisfied to remain in error. With "Stokes on Memory, with Illustrations by Pupils," constantly before the public at the Royal Polytechnic Institution, and elsewhere, let us rejoice in the knowledge that Mnemonical sceptics and opponents are daily becoming more rare, and we will hope that the reader is not one of the number, as to all such who are especially addressed with more gravity than may at first appear, the following may seem rather insulting, although to offer an apology, *which may make the matter worse*, there can be no great harm in speaking the truth !

Would a man with sound brain,
Ever try to maintain,
Or would any one wish to repeat,
As he walked out at noon,
On a hot day in June,
That "the sun didn't give light and heat?"

If your eyes you *will* close,
And then choose to oppose,
Great facts which are clear as the day,
You *can* ; but you're foolish,
Pig-headed, and mulish,
Which is all anybody can say !

One very clever Anti-Mnemonical thing is to say

Mnemonics is not an "Art," but is only a "trick." Well, although such an assertion may appear to be somewhat detrimental to the dignity of Mnemonics, it must certainly redound greatly to the credit of the MNEMONIST, for if it were really "only a trick," if there were really "nothing in it," and he can do so much with it, his achievements must undoubtedly show great skill. It has been quaintly said that "*any man* can thrash corn out of full sheaves, but to get a plentiful harvest out of dry stubble, is the right trick of a true workman!" Surely, if Mnemonics were a trick, it would be a "trick worth knowing!"

Wordsworth's well-known, and, in fact, rather hacknied lines, descriptive of one who was unconscious of the loveliness and suggestiveness of things around him, certainly impress us with the idea that "Peter Bell," to whom the poet alludes, must have been a type of a most pitiable portion of humanity—the unappreciative. But, in the field of literature, it is not difficult to find his parallel. Above all others, the wordy, critical, would-be-wise Anti-Mnemonist, merits this unenviable distinction. A man must be under an immense delusion who can take the trouble to try to impress others with the fact that he "can see nothing in Mnemonics." Should anybody have striven thus with the idea of gaining for himself "a name," he may, perhaps, have succeeded, but it may not be THE "name" for which he was ambitious.

Mnemonics, most suggestive flower
 That Science ever bore;
 The word "Mnemonics" was to him,
 And it was nothing more.
 The worth of it he could not tell,
 This philosophic (?) "PETER BELL!"

WORDS WORTH (*remembering, by*) STOKES.

I cannot conclude my book without returning my sincerest thanks to my numerous pupils, and to the public generally, for the large share of patronage and support I have received, and for the innumerable expressions of appreciation with which I have been favoured.

My constant appearance before the public in London, and in various parts of England, for years, having frequently delivered as many as two or three public LECTURES daily, independent of LESSONS, has brought me in contact with an immense number of the most learned, talented, and influential people of the land, whose genial welcomes and unmistakable indications of esteem will ever be gratefully cherished in my Memory.

And I cannot refrain from saying a friendly word here to my intellectual enemies, the "Anti-Mnemonists," and to strangers who are Non-Mnemonists. Let it not be thought that I have written in an *unkind* or *ungenerous* spirit. It may possibly appear to some who are not acquainted with the immense amount of apathy, rebuffs, and antagonism against which I have had to contend, that I have been unnecessarily susceptible of aggrivance. In the words of Thomas Hood, you might say of me,

"He seems like a hedgehog rolled up the wrong way,
Tormenting himself with his prickles."

But these grievances are not imaginary or self-inflicted, and the interests of the world demand that the Science of Memory should be freed from the ignominy which has been so lavishly heaped upon it. Many people would scarcely credit some of the facts which I could adduce, but which, from kindly feelings, I have refrained from publishing. I have introduced the claims of the Science to many, who, it might have

been supposed, would gladly have supported it. For their indifference I am not responsible.

I write this book under very peculiar circumstances. I am not wondering whether it will ever be read, but I write with speed, knowing that there are thousands, many thousands, anxiously waiting for its appearance. There can be little doubt that, before very long, Mnemonics will be generally recognised as an established Science; and posterity will look back, and regard this "Stokes on Memory"—this plea in its behalf—as an indication of the intellectual DARKNESS of this age of boasted enlightenment,—will laugh at the oblivious herd of Anti-Mnemonists existing in the NINETEENTH century!

I feel more as if I were TALKING with my pen to a number of dear friends than "writing a book;" and with a strange feeling of reality, I seem to be in sympathetic communion with the mighty Mnemonical minds of the past, and in familiar chat with appreciative posterity.

In the foregoing work, I have given you that which I know, from practical experience, to be extremely valuable information; and, I trust, in such a manner, that, by the majority of my readers, it may be clearly comprehended. From the immense number of applications I am constantly receiving, I am convinced that something of this kind has long been required.

No less than six editions—six thousand copies of my former little treatise on Memory, have been sold. In its production I strove to combine *brevity* with its other characteristics; and, from abundant testimony, I am sure that, although it was *remarkably* BRIEF, yet it was very useful. The matter it contained is embodied in this book, and I have made such additions as appeared to be the most desirable.

It is a general complaint of those who have bought

books on Memory and Mnemonics, that they cannot understand them ; and many people have assured me that the more they try, the more confused do they become. I have therefore carefully endeavoured to avoid introducing many things which might be productive of similar results.

I have, however, in compliance with numerous requests, gone into *some* matters, which I feel confident, to many of my readers, will not appear to be so simple or so valuable as they really are. This is no fault, either of the System, of my readers, or of myself ; it merely arises from the nature of circumstances, over which we have no control.

Many very simple things are exceedingly bewildering, unless explained *orally*—these I teach in my *Lessons* ; and I have frequently been told by my pupils that I have given them a better knowledge of Mnemonics, in *half-an-hour*, than they have previously obtained from studying books upon the subject, *half their lives* ! Although you would undoubtedly derive infinitely greater advantage, were you to receive from me verbal instruction, yet I am confident that, if you will at once ACT upon the suggestions I have given you, you will never pass an hour without finding them of use.

STOKES ON MEMORY.

ADDENDA TO THE NINETEENTH EDITION.

This little book, "STOKES ON MEMORY," has produced a marked effect upon public opinion, in favour of Mnemonics, which the extensive adoption of my educational appliances has greatly augmented. Thousands of grateful adults, and tens of thousands of happy children, bear ready and practical testimony to the advantage they have derived from my labours. My works are literally to be found in the palace and in the lowly cottage, in the college and in the village school, and the results arising from them have been so singularly successful as to appear almost fabulous. For a few pence advantages may be secured through my books, which by no other means can be obtained for many pounds; and an ordinary teacher equipped with weapons which he may wield in a few minutes, may conquer difficulties which otherwise would baffle him for years; thus equipped, teachers innumerable—honest men and honest women, declare that they dare no longer "teach," or rather *profess* to teach upon

the ordinary plan—that it is comparatively a farce, a swindle, and a barbarity.

Most earnestly I invite investigation and co-operation. I can generally obtain the latter, in one form or another, when I can secure the former, but *that* is the difficulty. It is very suggestive of

THE MAN WITH THE SOVEREIGNS.

One day there stood on London Bridge, we're told,
 A man who offered sovereigns of pure gold
 To all the passing throng his voice could reach,
 For the small charge "One Penny each."
 "Here you are, Gents" (as an apology
 For these strange words, such was his phraseology),
 "A sovereign for a penny, a sovereign for a penny ;
 I'm sent here by a lord to ascertain how many
 Will risk a copper for the chance of gold,
 When you, and not a sovereign might be 'sold.'
 Come, buy my sovereigns, do not go by me,
 No better sovereigns in this world could be.
 Some men have lied, and others through relying
 On what was said, sham sovereigns have been buying.
 I'm not a 'gilty' trader, gentleman :
 Invest a penny in a sovereign, then.
 My noble lord has bet one hundred guineas
 That all the gents, philosophers, or ninnies
 Who pass this way within a solid hour
 Will not invest through my persuasive power."
 Thus the man bawled till he was hoarse and tired.
 And patience and his hour had expired ;
 Then pocketing his sovereigns off he went,
 And not one penny had the people spent.
 Whether philosophers or ninnies they,
 Is just the thing I don't pretend to say ;

Perhaps philosophers—if so, 'tis wise
 To clutch a penny and let slip a prize.
 If they were ninnies, we may learn that never
 Is it philosophy to be too clever.
 This story, therefore, whether false or true,
 Presents a moral to be borne in view :
 That oft it happens that the wisest men
 Pass by great facts presented for their ken ;
 And make their boast, instinctively they knew
 That which they heard was “ too good to be true !”

W S.

The approbation bestowed upon my labours assumes a great variety of forms. My Syllable-ized Pictorial Alphabet, Pictorial Multiplication Table, and other works were exhibited at the Paris Exhibition, 1867, by Messrs. Butler & Tanner, The Selwood Printing Works, Frome, Somerset, by whom they were executed, and to whom was awarded a medal. I possess a number of Mnemonical trophies, some of which are exquisite specimens of Mnemonical and artistic skill, executed by my pupils, and presented to me by them in grateful remembrance of the advantages they have derived from my System. I have also received several very handsome presents (gold pencil cases, works, etc.), from pupils who have been aided by me in passing examinations, speaking without notes, etc., or who have had their Memory restored by my treatment after it had been impaired by sickness, travelling in hot climates, or by old age. The restoration of impaired Memory is one of the most interesting phases of the results of the System, but its *preservation* of the Memory is no less important. Unimpaired Memory in the aged is almost invariably a subject of admiration.

AN OLD MAN'S MEMORY.

An old man sat, one winter's night,
Beside a blazing fire,
And a goodly group sat near to him,
Sat listening to their sire ;

Who, while he pressed their mother's hand.
As in the days of yore,
Told of the things which used to be,
But which will be no more.

He seemed to be a boy again ;
Unchildishly a child,
His was not "second infancy,"
But Memory run wild.

He mentioned all the toys he had,
Played many a game again,
And named a score of play-fellows
Long since old tottering men.

In Memory he went to school,
And again he got the cane ;
And his glee would almost make one think
He quite enjoyed the pain.

Again he ran away from school,
And again was taken back,
And in passing stayed to pity
All those who schooling lack.

Then he spoke of robbing orchards
(But praised honesty withal),
And explained how from an apple-tree
He had an awkward fall.

How he failed to get the apples,
But got seriously hurt,
Fruit of attempted pilfering,
Which he said was his "*desert*."

Then he told how Railway travelling,
 Was treated as a joke,
 And the people said the *steam* scheme,
 Would be sure to end in "*smoke*."

And he told how farmer Greenfield
 Asked how much he'd have to pay,
 If he "Telegraphed to London,
 A waggon-load of hay!"

And he said how few wrote letters
 Before the Penny Post ;
 That where we now send hundreds,
 They sent two or three, at most.

The old man from his Memory
 Right many a lesson taught ;
 And he *gave* his children many truths,
 Which he had dearly *bought*.

And his children in their after life
 Have oft re-heard a word
 Vibrating in their Memory
 Which that winter's night they heard ;

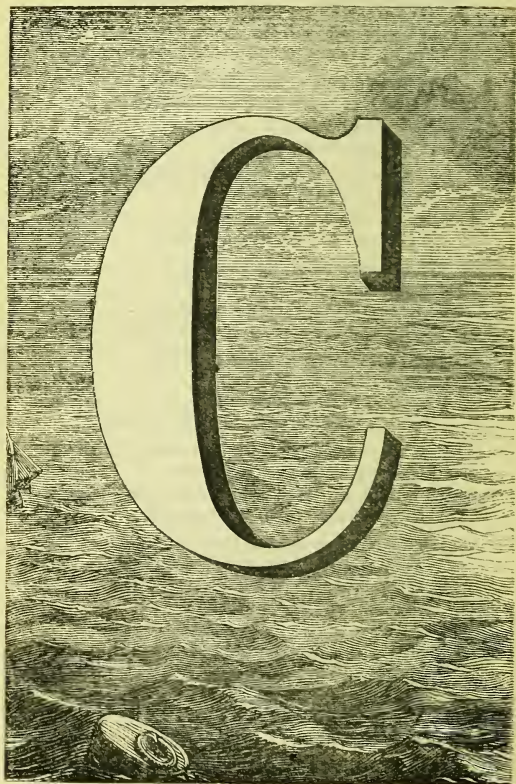
And their father's Memory-treasured truths
 Have saved them many pains,
 Have brought them many pleasures,
 Have secured them many gains.

His Memory is dear to them ;
 They speak of him with pride,
 And in effect he's living,
 Though long ago he died.

A good old man with Memory
 Full, vigorous, and clear,
 Commands without command, respect,—
 Is one we *must* revere !

W. S.

PART OF AN ENGRAVING FROM STOKES'S
"SYLLABLE-IZED PICTORIAL ALPHABET."



C upon the SEA is placed.
See pp. 21 to 25.

FROM MY ANTI-ONSENSICAL NURSERY RHYMES,*

IN WORDS OF ONE SYLLABLE.

FOOD.

Live not to eat, but eat to live ;
This is a rule which health will give.

A TALE OF A DOG.

A FACT.

A poor dog broke its leg one day ;
A kind man set it right ;
And soon it brought a friend, a dog,
In just the same sad plight.

BEAR IN MIND.

Bear this well in mind, that few can bear in mind ;
If you trust to their word you may rue it :
So see that they do that which ought to be done ;
Or, the best thing of all is to do it !

BEAR IN MIND,—

Bear in mind you ought to be kind,
And should not be “ a Bear ” in mind !

BEAR IN MIND,—

Bear in mind that you will find
It would be most sad to be *bare* in mind !

MY WISH, DEAR CHILD, FOR THEE !

As half in sun and half in shade,
This world moves on its course so free,
Oh, may the side where shines the sun,
Be all, dear child, that thou shalt see !

* Third Edition with many new Rhymes.

STOKES'S PICTORIAL MULTIPLICATION TABLE.

The names of the objects I employ are given in the following Explanatory Rhyme, which children learn very pleasantly and very rapidly, by *singing it*, to the tune of "So early in the morning." The entire table to "twelve times twelve" is represented in fifty-seven simple and attractive pictures, which are systematically arranged. To each picture I have assigned a *name*, and the names I have strung together in twelve couplets, which go to the child's tune, "Here we go round the mulberry-tree."

EXPLANATORY RHYME.

(FOR THE CHILD.)

A TREE means 1, from one trunk springs.

A BIRD means 2, it has two wings.

A BOAT is 3, three sails are shown.

ANIMALS 4, four legs they own.

A MAN means 5, five fingers he.

A HOUSE means 6, six windows see.

A CHURCH means 7, not windows less.

A LADY 8, see eight-flounced dress.

A BRIDGE is 9, nine lamps are found.

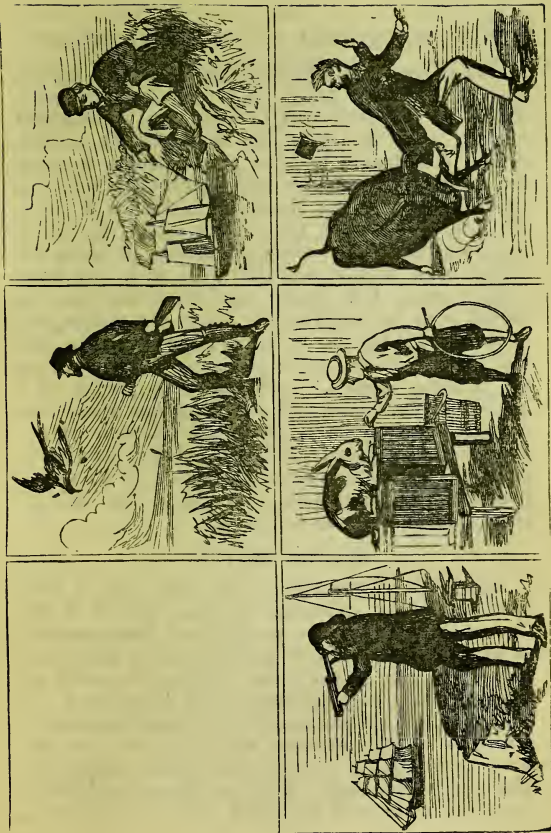
A BOY means 0, see hoop so round.

FIRST, LEARN THESE WELL, then you'll be able
To learn and use with speed the Table.

OBSERVE THE NUMBER OF EACH SQUARE,
Note how the Pictures run, with care.

If you forget, you'll save much time
By learning, *when you need*, the Rhyme.

Dear Boys and Girls in days gone by,
About their "Table" used to sigh;
And oft it was a task of tears,
Which lasted many irksome years,
But you can learn with smiles and jokes
The Picture Plan of your friend STOKES !



FIVE.—Sportsman, Pond, and Telescope; Rabbit, Bull, Boy, full of hope.

STOKES'S CAPITAL MNEMONICAL GLOBE.

This globe for rapidly teaching Geography, though designed by me many years ago was not published till the early part of 1868, its manufacture having been unsuccessfully attempted by several firms. I at length had the good fortune to make the acquaintance of the eminent draughtsmen, engravers, and printers, Messrs. John Emslie & Sons, 47, Gray's Inn Road, London, by whom the Globe has been beautifully engraved in copper plate, coloured, and wholly manufactured, with the most artistic skill. I originally announced the Globe at 2s. 6d. or to be sent free for thirty-six stamps, but believing it to be one of the requirements of the age, I ultimately decided upon producing it at 1s. or free for fourteen stamps. It is really unequalled as a marvel of cheapness, and the thousands which are being sold prove that the public appreciate its merits. It is liked by old and young, its extreme simplicity being one of its great recommendations. It is twenty-four inches in circumference, being at the scale of about a thousand miles to the inch.

EXPLANATION.

An outline of the human face and head is seen upon the globe. Noticing on what portion of the face or head the various geographical places are located, fixes their relative positions easily and indelibly upon the Memory, and renders the study of geography not only interesting, but *fascinating*. A child will, as an amusement, teach himself more geography in a couple of hours with this globe, than the most indefatigable schoolmaster could thrash into him in a twelvemonth. With the Mnemonical Globe beating a child will be found of no service, as he

will not object to "take pains!" Even adults, who have either never known much of geography, or who have let their geographical knowledge evaporate, will find that they can fix in Memory the position of places upon the globe by this plan with remarkable ease and speed. Those who study the Mnemonical Globe will find that occasionally a little playful pleasantry with the geographical names will enliven the proceedings, and will produce and strengthen mental impressions. Picturing the *meaning* conveyed by the sound of a name, in conjunction with its given locality upon the face or head, is by no means an unamusing or unprofitable performance; in fact, quite the reverse. A little verbal distortion or substitution is also within the scope of Mnemonical licence. The following Mnemonical observations may serve by way of elucidation.

Europe on the centre of the forehead, *you're up*.

On the upper part of the right ear is Mexico.

Before the right ear is Jamaica.

The right eye is in the Atlantic Ocean.

Between the eyebrows we have the Great Desert, Timbuctoo, and the River Niger.

In the left eye we have *new beer* (Nubia), which has made it *red see* (Red Sea).

The front portion of the left ear has been struck by a *mad ras-cal* (Madras), and just below it there is a *seal on* (Ceylon).

Above the left ear is *the bit of China* (Thibet, China).

South America is on the right cheek bone.

A *guinea* (Guinea) is on the bridge of the nose.

St. Helena is nearly in the face's *centre*.

A smile would almost extend from the middle of the Atlantic to Cape Colony.

Gough, the orator, made good use of his mouth (*Gough* Island is in the mouth), and so on to any extent.

As the human face and head are constantly before us, impressions made upon the Memory by means of the Capital Mnemonical Globe are perpetually being revived, so that every head we look at, supplies us with a gratuitous and unwitting exercise in geography.

Strange thought but true, henceforth to you
And many more beholders,
Each man shall ATLAS seem to be,
With the World upon his shoulders!

THE DIVINE ORIGIN OF MNEMONICS.

I give on the opposite page an engraving from my little book, "The Divine Origin of Mnemonics," and suggest to all Biblical Students a careful perusal of the work itself.

EXPLANATION OF ENGRAVING.

The White Veil, worn in the Synagogue during prayer. At each of the four corners of the Veil hangs a string with five knots, suggestive of the Five Books of Moses.

1. Phylactery for arm and hand.
2. Phylactery as seen on the inside of left arm and hand.
3. Phylactery as seen on the outside of left arm and hand.
4. Phylactery for the forehead, seen sideways.
5. Knot which goes at the back of the head.
6. Knot and Phylactery, seen frontways.

A Jew covered with the White Veil, and having a Phylactery on the forehead and left hand.



Photographed on Wood and Engraved by **ANGERERS, SON, FRU WIRTH & Co.**, London, from a steel engraving, 12 x 8 in. in Picard's "Religious Ceremonies and Customs," published in French at Amsterdam, in 1723.

MEMORY PICTURES

OF THE

LIFE OF CHRIST,

WITH MNEMONIC PLAN AND EXPLANATION.

BY WILLIAM STOKES.

TEACHER OF MEMORY, of the Royal Polytechnic Institution,
&c.

One Hundred Original Drawings,

BY WILLIAM BROUGH,

Illustrating in Mnemonic Groups, MIMPRISS'S 100 Graduated Lessons, developing in the order of time, according to GRESWELL, a continuous History of

OUR LORD'S LIFE AND MINISTRY;

HARMONIZED FROM

THE FOUR EVANGELISTS.

Speaking to a young man who had recently commenced Sunday-school teaching, and wishing to show that comparatively little that is uttered is impressed upon the mind of those addressed, I said, "I dare say you find, for instance, that very often when you are trying to teach a scholar in your Sunday-school, the old saying is exemplified that what is said 'seems to go in at one ear and out at the other.'" "No," he answered egotistically, "I do not think I ever find it so!" "Indeed," I replied, "then I have no doubt you *will* find it so when you have had a little more experience, at present, I presume,

you have not acquired enough skill in teaching *to get that which you say into the one ear!*" Unfortunately he is not the only Sunday-school teacher who is to be found in this predicament, and I am sure that even with the most skilled much of their labour seems wholly lost. To supply means for altering this state of things is most important. It is lamentable that thousands who kindly devote their time and energy to the endeavour to do good should mechanically follow a routine which invariably results in a very large amount of failure. The Memory Pictures of the Life of Christ are especially prepared to enable Sunday-school Teachers, parents, and others, to obtain and to impart a clear conception and vivid remembrance of the principal events in our Lord's Life and Ministry. The Mnemonic plan is very simple, and the hundred lithographs are remarkably minute in detail. This arrangement removes much of the difficulty of teaching, by affording means for readily attracting and fixing the attention of the learner, and when in the Memory, a most interesting pictorial delineation of the history is ever at the command of the mind's eye, which renders the subsequent study of the Gospel Narrative additionally intelligible and beneficial. The Memory Pictures will be found serviceable, not only for teachers and parents, but will be extremely acceptable to Ministers, and to all who desire to obtain a firm grasp of those facts, which though familiar, are too often but vaguely remembered, producing a painful sense of weakness and imperfection, which those who experience it would gladly dispel. By mounting the pictures upon calico, in the manner shown in the plan, a capital diagram is produced. This production should be in every Sunday-school, and in every home. (See page 216.)

ACROSTIC SONNET.

STOKES ON MEMORY.

S cience full stature has not yet attained ;
 T hought is e'en yet an infant in Time's cradle ;
 O n-moving man Truth's summit has not gained ;
 K ings get not knowledge with a golden ladle.
 E ach who'd gain Wisdom must make friend of Thought,
 S uccess in mind-work never can be bought.

O f this convinced, with patience onward plod,
 N earer to reach the image of your God.

M ake each new truth a stepping-stone to heaven,
 E 'en shali it prove a stride in league boots seven.
 M ake Memory serve you Wisdom to retain,
 O r pay the penalty—strive on in vain.
 R emember, Memory giving power to mind,
 Y ields by its culture good to all mankind !

W. S.

The increased interest manifested in my System and in my various Works, has involved an amount of correspondence which has been remarkably heavy, and has often baffled both myself and my assistants. This has, fortunately, led to my invention of the

TYPOGRAM,

By which an entirely novel method of correspondence has commenced, which bids fair to become very extensively, if not universally adopted. It consists of a peculiar arrangement of words and sentences so contrived, that an almost endless variety of fresh combinations can be produced, by simply *underlining* the words required in the communication. The words are classified and located in such a manner, as to make an instantaneous, and indelible impression upon the Memory, so that they can be seen mentally, and can be used with the utmost readiness. The application

of the method is quicker than shorthand, and it can be read as easily as ordinary print. By means of the Typogram, *ten or more* communications can be despatched in the time usually required for *writing* ONE, and it is often easier to send a Typogram, than to give instructions respecting a letter to a second party. It is novel in its shape as well as in its application. It requires no envelope, it can contain an inclosure, and it cannot be opened without detection. Its cost is little more than ordinary note paper.

The Typogram is equally adapted for business firms, and for private individuals. It may be used by persons in every grade of life, and for the most varied and opposite purposes. It asks questions, gives replies, makes requests, and supplies information. Its tendency is to promote friendly communication, business despatch, and commercial prosperity. (See page 216.)

PROVINCIAL ENGAGEMENTS, ETC.

My terms to Institutions, etc., for a Public Lecture or Entertainment on Memory, with Diagrams, Illustrations by Pupils, Hints for Aiding the Memory, etc., are Five Guineas, and incidental expenses. For a Lecture or Entertainment to Schools, Two Guineas, and incidental expenses.

For a Drawing Room Lecture or Entertainment, Two Guineas, and incidental expenses. The Drawing Room Lectures and Entertainments are given at private residences, to families, and invited friends; are easily arranged, and are often preferred to public demonstrations.

As I frequently have engagements to lecture and teach in different parts of the Kingdom, it is desirable that those ladies and gentlemen who wish to take oral

lessons, should WRITE TO ME, informing me of the fact, so that I may have an opportunity of apprising them, should I be visiting their district.

Those who go to London expressly to receive my lessons, should, if convenient, arrange to be there at least three clear days, so as not to take the lessons when fatigued with travelling; and in order that they may not simply acquire the System, but may apply it practically under my supervision.

I occasionally have a vacancy for one or two pupils as boarders, and I sometimes arrange for young gentlemen to travel with me, while studying and applying my System.

To meet the requirements of many who cannot take oral lessons, I have made special arrangements for giving

LESSONS BY CORRESPONDENCE

In these lessons I endeavour to make everything as easy as possible, and I try to adapt my mode of teaching to suit each correspondent. I do not profess to teach as easily, as quickly, or as thoroughly by letter as by word of mouth, but I do the best I can under the circumstances, and pupils taught thus have expressed great satisfaction. (See page 205).

My terms for teaching by correspondence are Five Guineas for one pupil, and One Guinea for each additional pupil taught by me at the same time, with the understanding that those instructed shall not communicate the method to others. For a CLASS of Twelve or more pupils taught by correspondence, my Fee is One Guinea each.

A pupil wishing to communicate my System, can do so if the person about to be taught sends me One Guinea. I then write to the sender of the Fee inclosing a printed receipt, and I post a letter and a set of lesson papers to the pupil volunteering the instruc-

tion. Should an opportunity occur, any person learning thus, or by correspondence, can take a Course of Class Lessons of me either in London or elsewhere, without any additional payment.

INVITATION TO PUPILS.

I particularly invite my pupils to
 ANOTHER COURSE OF LESSONS,
 as I am now introducing a portion of my
 NEW MNEMONICS.

I make no charge for the extra instruction, and I hope that many will avail themselves of the invitation, as "Practice makes Perfect."

The new productions consist of the following, each with Companion Mnemonical Key :—

1. Leading Dates from Collier's British History.
2. Battles.
3. British Colonies and Dependencies.
4. Distances from London of the most important Commercial Cities.
5. Astronomical Distances and Magnitudes.

The above, which are extremely easy to learn, may be had by pupils for Five Shillings, or by post for sixty-two stamps; or by non-pupils, with instructions by post or otherwise, for Twenty-Six Shillings. Each set of Mnemonical Keys, and the instructions accompanying them, to be for the use of one learner only. Other Keys are now ready.

To fix in Memory the following dates, with the aid of the New Mnemonics, is an amusement of about *twenty or thirty minutes*.

LEADING DATES.

FROM THE

HISTORY OF THE BRITISH EMPIRE,

BY

WILLIAM FRANCIS COLLIER, LL.D.,

*Trinity College, Dublin,*AUTHOR OF "GREAT EVENTS OF HISTORY," "HISTORY OF
ENGLISH LITERATURE," ETC.

Printed for Mr. WILLIAM STOKES, Teacher of Memory,
Royal Polytechnic Institution.

Residence: 15, Margaret Street, Cavendish Square, London, W

Landing of Julius Cæsar	...	...	...	B.C.	55
Return of the Romans in the reign of Claudius...				A.D.	43
Death of Boadicea	...	...	...		61
Agricola begins his government	...	...	...		78
Agricola builds his walls	...	...	...		79
Adrian's Wall built	...	...	...		120
Antonine's Wall built	...	...	...		138
Death of Severus at York	...	...	...		211
Britain independent	...	...	...		288
Roman rule restored	...	...	...		300
Martyrdom of St. Alban	...	...	...		303
Romans leave Britain	...	...	...		410
Landing of Jutes	...	...	...		449
Heptarchy established	...	...	...		582
Landing of Augustine	...	...	...		596
Cambridge University founded by Sebert	...	...	...		644
First Landing of Danes	...	...	...		787
Egbert crowned	...	...	...		827

Alfred made King	871
Oxford University founded by Alfred	886
Massacre of Danes	1002
Court held at York	1069
Malcolm III. pays homage	1072
Siege of Gerberoi	1077
Domesday-book compiled... ..	1080-1086
Mowbray rebels	1095
First Crusade	1096
Prince William drowned	1120
Maud lands	1139
Prince Henry lands	1152
Council of Clarendon	1164
Becket murdered	1170
Ireland conquered... ..	1172
Third Crusade	1190-92
Interdict	1208-1214
Magna Charta	1215
Mad Parliament	1258
House of Commons founded	1265
Wales conquered	1282
Baliol King of Scotland	1292
Robert Bruce crowned	1306
Ordainers	1310
French War begins	1338
Calais taken	1347
Poitou and Guienne acquired	1360
Treaty of Bretigny	1360
Poitou and Guienne lost	1375
Tiler's Rebellion	1381
Wonderful Parliament	1388
Martyrdom of Sautre	1401
Siege of Rouen	1419
Treaty of Troyes	1420
James I. of Scotland released	1423
Joan of Arc burned	1431
Cade's rebellion	1450
All French possessions except Calais lost	1451

THE STUFF MANUFACTURER.

A BRADFORD LYRIC.

His name is known throughout the land
 As Education's friend,
 He shouts, "For Education I
 A helping hand would lend."

His fellow-townsmen hear with pride
 The mention of his name,
 And England's heart with gratitude
 Rejoices at his fame.

His words are deemed of sterling worth,
 The leading Journals each
 Present in full for eager eyes
 His latest "able speech."

The friends of Education cry,
 "Of him we well may boast,
 We're proud to have him on our side,
 He's in himself a host."

A veteran teacher, laurel crowned,
 A pilgrimage had planned
 To see this famous man at home,
 And shake him by the hand.

To show him novel teaching aids
 But little known, which would
 If but adopted, cause a change
 For Education's good.

Heeding Association's laws,
 Its aid he well evokes,
 And thus, on simple principles,
 The "Memory he STOKES!"

The day long-wished at length arrived;
 He saw this speaker famed;
 The teacher's wish at once was guessed,
 As soon as he was named.

Forthwith the speaker speaks again,
 " Brother, co-worker true,
 I'm glad to see you ; is there aught
 That I can say or do

" That may assist you in your plans
 To benefit our Nation
 By spreading far and wide your aids
 For rapid Education ?

" Don't over estimate my power,
 'Tis *little*, but I'm right
 In saying I feel in duty bound
 To help with all my *mite*."

" Thanks," said the teacher " now is turned
 Upon us England's eye,
 And many an ear the whole world o'er
 Is waiting your reply."

No—*thus* the able speaker spoke,
 " Your name is known to me ;
 Of your quick teaching I have heard,
 But I, as an M.P.,

" Have not the time to ascertain
 How anybody teaches,
 My time is fully taken up,
 With Education Speeches."

The teacher said " Of *speeches*
 We have surely had enough,
 We want efficient action,
 So pray spend less breath on '*stuff*.' "

" Work for this boon for England,
 But little it will cost her ! "
 The able speaker said, " Your scheme
 Bring not to me to FO(R)STER."

I wrote the above in February, 1868, after an interview with W. E. F., Esq., M.P. ; the interview having been sought, as I stated at the time, not only

of my own accord, but at the suggestion of several friends of education in London and elsewhere, and in compliance with the wish of many of Mr. F's. constituents. From the frequency with which similar replies have been given by gentlemen rejoicing in the title of M.P., it might almost be inferred that M.P., meant Man Protected from Matters Practical and was synonymous with Mere Prater. We fortunately however often meet with an M. P. E., a Most Praiseworthy Exception!

I received the following reply to an application I made, expressing my desire to introduce my system of teaching at the Marlborough Institution, Dublin.

3083.68

" OFFICE OF NATIONAL EDUCATION,

" 2nd April, 1868.

" SIR,—In reply to your letter of the 30th ultimo, we are to inform you that the commissioners of National Education do not require the services of any gentleman, unconnected with their own establishment to give lectures on any subject to the pupils attending their schools, or to the teachers in training.

We are, sir,

Your obedient servants,

JAMES KELLY,

W. H. NEWELL,

Secretaries.

WILLIAM STOKES, Esq.,

15 Margaret Street, Cavendish Square, London, W.

The Irish Commissioners of National Education are evidently under the delusion that, "the gentlemen of their own establishment" have arrived at the highest possible point of intelligence, and teaching power, but it may be profitable to themselves and beneficial to the Irish Nation, for them to learn that the very modest opinion at which they have arrived is decidedly erroneous.

have a number of other letters from various Educational Committees, Councils, and other Bodies, *similarly* expressive of an earnest desire to investigate anything which may tend to promote Educational Science.

Judging from these official documents we might reasonably come to the conclusion that :—

A Committee or Council is several men,
Perhaps not so many, or far more than ten,
Who combine all their efforts, and stick to a plan
For doing unitedly less than one man !

W. S.

Now this state of things would be extremely funny, if it were not that it is very sad. Hundreds of thousands suffer through the lethargic few. My earnestness has been treated hydropathically by a great many ; but the “cold water” they have thrown upon my efforts has had an invigorating influence upon me, and some have already found themselves “in hot water” as the result. It is well that it should be so. If the wrong men are in the right place, the right men must do their work in the wrong place, and the activity and laudable indignation of the irresponsible, will ultimately force the responsible to the fulfilment of their duty.

He who his arm will not out-stretch
To save one drowning, is a murderous wretch.
Struggling Mnemonics drifts on learning's wave,
Those who should rescue, do not try to save.
Speak out who can ! Say boldly what you think
Of those who wilfully would let it sink.

W. S.

Surely the time has come when this well-tried System, which saves money, time, and trouble to a

marvellous extent, and which is valuable in so many other respects, *ought to be taken up heartily* by those who have the intelligence to perceive its merits. In addition to my *published* works, I have many other inventions which I have not yet made known, but which would be valuable to the whole of the civilized community, and nothing would afford me greater pleasure than to issue them, were they likely to be sufficiently appreciated to warrant my undertaking their production. Were I to relinquish lecturing and teaching, and to give my undivided attention to their completion, and to the superintendence of their engraving, printing, and manufacture, I should be fully occupied for several years, and irrespective of my time, the cost of their production would involve an expenditure of many thousands of pounds. The entire bestowal of my time in this manner is not at all necessary, as I can publish at convenient intervals if desirable, *but the Works should not be lost.*

As my educational appliances comprise the means for the most *economic* and beneficial teaching, I urge those who supply funds for schools, or who pay for the instruction of their own children, to purchase my aids, and to insist upon their being used. I send teachers to charity schools, ragged schools, etc., at my own expense, and supply the requisite apparatus for teaching, gratuitously, to the utmost of my ability, and I am anxious to receive

DONATIONS AND SUBSCRIPTIONS

from those who desire to co-operate with me in this undertaking, and who wish to see Mnemonics triumph. There are now literally thousands of staunch supporters of my System; owing to their kind assistance much has been achieved, others will undoubtedly assist also, and we have faith in the results.

Error, though rock-like planted,
 Shall from its place be hurled :
 Truth is the mighty lever
 With which we'll move the world ! W.S.

SONNET.

To a Sympathetic Reader in a Distant Land.

I know not who or where you be,
 But yet we feel true sympathy ;
 We feel for one another—
 (Although we've ne'er each other seen,
 Nor e'en in the same country been)—
 As brother feels for brother.
 The billows huge may toss and foam
 Between you and my sea-girt home,
 But busy winds and wafted spray
 Are nought to us, friend far away.
 Our thoughts may still united be
 In spite of interflowing sea !
 What do you think ? What do you say ?
 What will you do, friend far away ? W. S.

The importance of prompt and energetic exertion on the part of my friends can scarcely be over estimated. I strongly recommend the immediate purchase of my Guinea Sorted Packet of Mnemonical Works, etc., to all those who approve of my productions, and who wish their approval to assume a practical form. To a great many the investment would be nothing ; while the benefits conferred upon their friends and others by giving, lending, or even by simply showing and recommending the different books and inventions would be very great. Some who could not afford to do this could easily dispose of the greater part of the Guinea's worth among their friends, by selling them at the ordinary published or postal prices, and as each packet contains postal value to

the amount of £1 10s. 3d.; the Guinea investment might prove an absolute source of profit. This arrangement affords admirable means for increasing the usefulness of those who may adopt the following

SOLILOQUY.

How little in the world's grand schemes
I now can take a part;
Though if I had it in my power,
I would with all my heart.

I would that I'd more talent;
I would that I'd more time;
I would that I'd more money;
I would that I'd,—but I'm

Encouraging but vain desires,
I'll henceforth try the plan,
Of *wishing less for what I've not*,
And DOING WHAT I CAN!

W. S.

My Guinea Sorted Packet of Mnemonical Works, etc., sent carriage free to any part of the Kingdom upon receipt of stamps or post office order for twenty-one shillings, contains the following:—

						Price by post.	
						s.	d.
1	Syllable-ized Pictorial Alphabet	...	toned	2	8		
1	" " " " " " " " " " " "	...	plain	1	2		
1	Book Rapid Reading and Rhymes	...	...	1	2		
1	Sheet " " " " " " " " " " " "	...	...	1	2		
1	Book Pictorial Multiplication Table	...	...	1	2		
3	Sheet " " " " " " " " " " " "	...	...	3	6		
1	Historical Chronometer	...	...	1	2		
6	Mnemonical Time Economizers	...	...	1	6		
1	Divine Origin of Mnemonics	...	...	1	2		
1	Life of Christ with Memory Pictures	...	...	1	2		
1	Song "Memory," Sweet Visions of the Past	...	...	1	7		

						Price by post.	
						s.	d.
1	Lithographic Likeness	9 in	×	7 in	...	1	2
50	Typograms for Rapid Correspondence	...	...	...	...	1	2
6	Stokes on Memory	...	...	...	...	7	0
3	Capital Mnemonical Globes	...	...	...	...	3	6

Total value for One Guinea £1 10 3

* * Post office orders to be made payable to Mr. William Stokes, at Vere Street, London, W.

Cheques to be crossed "London and County Bank, Oxford Street."

All who are engaged in practical tuition should render me as much assistance as possible.

1st. To save themselves unnecessary trouble

2nd. To do justice to their pupils.

3rd. To strengthen me in the development of my Mnemonical Aids.

Teachers will find that a Guinea Pictorial Multiplication Table will save its cost over and over again; and a Mnemonical Globe should not simply be in every school, but if possible should be in the possession of every pupil. In many schools the pupils cannot afford to pay my fee; in such cases I am prepared to make special arrangements for teaching, upon terms which may reasonably meet their requirements. I can also, if desired, give quarterly, or term lessons, either personally, or by deputy, at colleges and schools, in addition to the ordinary instruction.

Many of those instructors who are desirous to do all they can for the advancement of their pupils, will doubtless give this subject proper consideration, and will see that they keep pace with the times, or perhaps that they get a little in advance of them. I thank my scholastic friends very warmly for their kindness and appreciation, but many of their breth

ren are still indulging in "forty winks" of rather long duration, and it is by no means uncommon to hear the expression of such little incoherences as those embodied in the sentiments of

THE DISGUSTED SCHOOLMASTER.

Oh pray have you heard of this awful disaster,
For every schoolmistress and every schoolmaster?
There's a fellow named Stokes, a most horrible man,
Who has given his brain to concocting a plan
For teaching by steam, or by something akin to it;
At least so I've heard, but I haven't looked into it.
If it's true we shall find our profession has sped away,
For this fellow is trying to take all our bread away.
It must be all humbug—they say he is able
To teach in an hour, by pictures, "The Table."
But I don't take that in—no, I'm not quite so green as
that;

Whenever was such a thing heard of or seen as that?
It must be most perplexing—I've heard that he sings,
"A bird stands for two, on account of its wings;"
And he talks of thought shelves, and of memory pegs;
And calls animals four, on account of their legs.
As he says an idea in the memory lingers,
He calls a man *five*, on account of his fingers.
He says "link thought with thought" and at last gets so
thoughty,

That he calls a boy *nought*, as he's known to be *naughty*.
But I think he's right there; in my school one young
rascal

Says *I* stand for *four*, as the boys me *an ass* call.
This just goes to show the man's theory's all trash,
And proves that its practice will lead to a hash.
But I'm really annoyed to hear he's succeeding;
I am told in an hour he'll teach a dunce reading.
He's some new-fangled method to teach babes their letters,
And he makes stupid people compete with their betters.
In fact I've been told that a man of mean powers
He transforms to a marvel in two or three hours.

Yet his plan *must be* "bosh," or more would adopt it—
 But I think it's a pity that no one has stopped it.
 I think he's a nuisance—a regular pest,
 For he wanted to know if his method *I'd* test.
 Of course I said "No,"—that I didn't approve of it,
 And that from my house he might soon make a move of
 it!

I think he seemed *mad*, for something he said
 About putting geography *outside* one's head.
 In fact the whole thing seemed to me quite a mystery :
 He'd some boys crammed with dates—walking volumes of
 history.

His plan I don't know, but I think in a word it is
 One of the greatest of modern absurdities.
 He will do us great harm—there can't be a doubt of it :
 If we teach with such speed we shall not get much out of it.
 But he says that his plan is a boon for all teachers,
 Which he tries to prove one of its principal features.
 He tried to persuade *me*, but only in vain,
 That if men were taught more, they'd more wish to ob-
 tain.

My advice to all teachers is this,—“ As you're paid
 To re-teach things forgotten, don't help till you're made ! ”
 W. S.

The importance of having thorough control over
 the Memory is practically pointed out on all sides.
 Almost every newspaper adds either distressing or
 curious evidence of mishaps, disasters, calamities,
 losses, inconveniences, annoyances, perplexities, dis-
 appointments, vexations, blunders, and bumbles, aris-
 ing from forgetfulness. “ Remarkable Instances of
 Forgetfulness ” would make an interesting little
 book. I wrote the following

IMPROMPTU

upon reading the report in the *Daily Telegraph*, June
 9th, of the description of the taking of Magdala,

given on Monday, June 8th, 1868, at the meeting of the Royal Geographical Society, at Burlington House, by Mr. Markham, Secretary of the Society, and Geographer to the Abyssinian Expedition. He says:—"There was a regular crowd at the gate, as at the door of a theatre, but they had forgotten powder-bags, and had forgotten axes. So they climbed up."

Say not respecting Magdala
That I quite in the dark am;
Or that in my account of it,
I much beyond the MARK (H) AM.

The British crowd with eagerness,
And their shouts grow loud and louder;
They curse, but cannot blast the gate,
For they've *forgot their powder!*

I hope that the suggestions given, and the testimony added, will prove sufficient to change the opinion of those who may previously have thought that anything said as to How to Aid Memory was of as little practical worth as the popular theory of

HOW TO CATCH SPARROWS!

When a rosy-cheeked urchin of four or five years,
I kept my eyes open, and ditto my ears,
And I took much delight, as most little ones do,
In hearing a "story," a fib or thing true.
Even tragical stories with pleasure I heard,
Such as that so well known of the poor little bird;
The narration of which I almost put a sob in,
For the late much lamented, ill-fated "Cock Robin."
And it harrowed my feelings to look at a sparrow,
Which always suggested the vile bow and arrow,—
Those horrible weapons which scarcely I need
Remind you were used for the murderous deed;
That deed which in summer alone should be told,
As its tendency is to turn all one's blood cold.

But in spite of all this, much real interest I took
 In sparrows, because in some sensible book,
 It said, "Waste not your crumbs, for remember, that they,
 Might make a small sparrow quite happy all day."
 My crumbs therefore I saved, from the window I threw them,
 And the sparrows came daily; I fancied I knew them,
 And one day I inquired how I ought to contrive,
 To secure a young sparrow, to "catch him alive."
 I'd an indirect answer, a kind of half-laugh,
 And "Remember you cannot catch *old birds* with chaff;
 But to catch any bird, mind, you never can fail,
 If you first of all sprinkle some salt on his tail."
 Though a child, the suggestion I thought quite absurd,
 As the salting seemed harder than catching the bird.
 Now people unused to Mnemonical Art,
 From Mnemonical hints with aversion oft start,
 They think, *though quite falsely*, they cannot avail
 Any more than the salting a little bird's tail!

W. S.

But, as I have repeatedly urged, the subject of Memory and its cultivation is worthy of our most serious consideration. There may be some, comparatively few, who are of opinion that their Memory is too good to be capable of improvement, but however great may be their power, they are under a delusion. The vast majority of mankind, however, are conscious of defective Memory, would gladly improve it, but despair of improvement. With very many, hopeless consciousness of defective Memory rests perpetually like a dead weight on the soul, exerting a most painfully retarding and depressing influence; but to all who suffer thus I say

TAKE HEART!

Oh! hast thou aspiration high,
 Yet feel'st thou bow'd down,
 As though the very God above
 Looked on thee with a frown?

Would'st thou press on for truth and light,
 Would'st thou no learning lack,
 Yet feel'st thy weakness like a chain
 Which ever holds thee back ?

Remember, that for each effect
 There ever is a cause ;
 Look up to God, and trust in Him,
 Look down, and heed His laws.
 Know this, thou hast a gift from God
 To trade with in life's mart ;
 Then study how to use it best,
 Look upward, and take heart !

In things which appertain to thought
 'Tis Memory gives us power !
 Observe God's laws which Memory rule
 And thou'lt gain strength this hour.
 The fetters which enthrall thy scope
 At once shall loosèd be,
 And like an eagle thou shalt soar,
 Strong, vigorous, and free.

W. S.

STOKES ON MEMORY.

Mr. Stokes sincerely thanks the Press for Critiques, and all who have kindly given him Testimonials, or who have otherwise assisted him; and at the same time begs to intimate that he will be most happy to receive Testimonials from those pupils who have not yet sent them.

Many who have expressed their warmest appreciation of his System to their friends, have omitted making any written acknowledgment, as it is the general impression that its merits are so thoroughly established, that no further testimony is requisite.

Mr. STOKES has had long and most successful experience in the Cultivation of the Memory. He was identified with the Royal Colosseum from June, 1861, till February, 1863, during the greater portion of which time he gave from three to twelve Lectures or Entertainments weekly; since which period he has been connected with the Royal Polytechnic Institution. His first lecture at the Crystal Palace was delivered on Monday, February 6th, 1865. He has also Lectured extensively to various Institutions, Associations, Societies, Clubs, Congregations, Colleges, Schools, &c., in London, and in different parts of the country.

On Thursday, February 11th, 1864, Mr. STOKES had the honour of delivering a Lecture illustrative of his System of Memory, in Her Majesty's New School-rooms, Whippingham, Osborne, this being the first Lecture given in those Rooms, which were opened by Her Majesty on the previous Friday. The chair was occupied by the Rev. GEORGE PROTHERO, and a vote of satisfaction was proposed by the Rev. G. H. D. MATHIAS, seconded by the Rev. THOMAS F. FENN, and carried unanimously. Classes were immediately formed, and some of the gratifying results may be seen from Testimonials which follow.

References are also kindly permitted by many of the nobility, who have received Lessons of Mr. STOKES.

QUOTATIONS FROM CRITIQUES OF THE PRESS, TESTIMONIALS, etc.

“ROYAL POLYTECHNIC.—One of the very best, however, and most useful of all the entertainments, is Mr. Stokes's Lecture on Memory, which is really an able and scientific discourse, given in such a way as all feel pleased with, and few forget.”—*From the TIMES, Tuesday, Dec. 27th, 1864.*

“The audience, having been instructed by Mr. Stokes, succeeded to their evident gratification.”—*Daily Telegraph*

“Instructive Lectures.”—*Morning Star.*

“Mr. Stokes's pupils exhibited a power of Memory which was very remarkable.”—*Standard.*

“The audience enthusiastically applauded each succeeding proof of the soundness of Mr. Stokes's System.”—*Morning Herald.*

“Well worthy the attention of all who appreciate intellectual studies.”—*Era.*

“Mr. Stokes has obtained a world-wide celebrity in the art of training the Memory.”—*Sunday Times.*

“Mr. Stokes is certainly at the head of all Mnemonical professors.”

QUARTERLY JOURNAL OF EDUCATION, *May, 1867.*

By permission of the Rev. the Vice-Chancellor, and the Right Worshipful the Mayor, Mr. STOKES delivered his first illustrative lecture on Memory, at Oxford, by invitation, in the Clarendon Assembly Room, on Wednesday evening, October 23rd, 1867. The Rev. James E. Thorold Rogers, M.A., Professor of Political Economy, in the chair. A vote expressive of satisfaction was carried unanimously.

From the “OXFORD CHRONICLE,” Saturday, November 16th, 1867.

“MR. STOKES ON MEMORY.—On Friday evening, November 8th, Mr. Stokes, of the Royal Polytechnic Institution, London, who has become remarkably popular in Oxford,

delivered his second public lecture 'On Memory and its Cultivation,' in the Clarence Assembly Rooms, to an unusually numerous audience. The Rev. H. W. Bellairs, Her Majesty's Inspector of Schools, presided, and there were present several Professors of the University, Principals of Schools, Clergymen, and others interested in educational science, and a large number of Undergraduates. The platform was crowded with illustrators."

From the TIMES, Tuesday, March 17th, 1868.

UNIVERSITY INTELLIGENCE.

"Oxford, March 16th.

"A Lecture on 'Memory and its Cultivation,' was given this evening, in the lecture-room of Christ Church, by Mr. William Stokes, of the Royal Polytechnic Institution. The chair was taken by the Venerable Archdeacon Clerke.

From the MORNING POST, Wednesday, March 18th, 1868.

UNIVERSITY INTELLIGENCE.

"Christ Church, Oxford,

"Tuesday.

"Last night a Lecture was delivered in the lecture-room at Christ Church, under the sanction of the Very Rev. the Dean, 'On Memory,' by Mr. William Stokes, of the Royal Polytechnic, London, whose teaching of Mnemonics was so successful last term at Oxford. The principal feature of the present Lecture was the introduction of several of Mr. Stokes's most recent inventions for assisting the memory. As explained by him, they are very simple; and judging from the testimony of those professors and undergraduates who have practically tested them, and from the astonishing achievements of his pupils, Mr. Stokes's inventions, together with his System of Teaching, fully merit the popularity they have gained at the University. The Venerable Archdeacon Clerke, sub-dean, presided, and took occasion to compliment both the lecturer and his pupils upon the success of his demonstration."

From the "OXFORD CHRONICLE," March 28th, 1868.

"MR. STOKES AT THE TOWN HALL.—Seldom is there such a large attendance as was seen at Mr. Stokes's Lecture on Memory, at the Town Hall on Tuesday evening, which was truly worthy of its title of a 'Mnemonical Entertainment.' Mr. Stokes's introductory address was marked by great fluency of speech, and appropriateness of illustration, and riveted the attention of his hearers, who at his will indulged in smiles, or were absorbed in cogitation. His 'wonderful boys,' from London, acquitted themselves admirably, and the display of memory by his Oxford pupils was most creditable, and as amateurs, was in some respects more surprising than the almost incredible performances of his more experienced little companions. The hints given for the improvement of the memory by association, and the explanation of Mr. Stokes's new plan of teaching geography rapidly with his Mnemonical Globe, were very interesting, and the audience spent a very pleasant and profitable evening."

From the "OXFORD TIMES," December 19th, 1868.

"STOKES ON MEMORY.—On Friday evening last, Mr. William Stokes, Teacher of Memory, of the Royal Polytechnic Institution, London, delivered a lecture at St. Edmund Hall, explanatory of his system of Mnemonics. Various illustrations of the results produced by Mr. Stokes' plan were given by some pupils who accompanied him. The power of memory they exhibited was certainly wonderful. At the close of the lecture, the Rev. E. Moore, M.A., Principal, expressed his entire satisfaction with the illustrations, and thanked Mr. Stokes for the very pleasant hour they had spent with him, the undergraduates testifying by applause the feeling of satisfaction they shared with the principal."

*From "CHAMBERS'S JOURNAL," No. 144, Saturday,
September 29th, 1866.*

Referring to an illustrative Lecture on Memory, by Mr.

Stokes, at the Polytechnic, etc., in an article entitled "The Triumph of the Unicorn."

"If ever there was a Sadducee of the Sadducees in that Mnemonical Lecturer's lecture-room, it was I. I listened, but with a sceptic's smile. I heard him say that the small boys upon the platform had been only a little while under his teaching, and that if I came next week I should probably find an entirely new set; any other boy of the present audience, or adult, whether male or female, could be taught, he said, in a few lessons the same wondrous feats. 'Could I be taught?' inquired I satirically. [The audience at once took me for a confederate.]

"'Certainly,' said he, if I would favour him with a call at his private residence.

"I attended at this gentleman's house on the following Tuesday. Before introducing me to his class, he obtained my promise not to teach 'the System' to anybody else. I gave it him very willingly, for it did not seem to me likely that I should be in a position to damage his interests in that way. His classes consist of ladies and gentlemen, with a few children. The object of most of these persons, as in my own case, is merely the improvement of their Memories; but not a few of ample means and good position, but whose education happens to have been neglected, come to be instructed in private in the very rudiments of information. The Magician can teach the Multiplication Table to any one short of a born idiot in a few minutes, and that in such a way that it is never forgotten. His plan combines quickness and durability in a most uncommon degree. For all 'cram' purposes—for getting up *any kind* of knowledge at short notice—it is indeed incomparable. I am, as I expected to be, the dunce of the company, the least satisfactory of his pupils; and yet, after my three lessons, of one hour each, I feel myself quite capable of becoming a teacher of Mnemonics—although not of breaking my word. [The moral faculties are not injured by the process.] I am in possession of all the dates of the accessions of our monarchs, the arrangement and names of

the phrenological organs, etc.; in short, of every sort of information to which I have chosen to turn my mind since its recent education. If I wish to remember the date of my wife's birthday, or the order of the hieroglyphics upon a Chinese tea-chest, those objects are secured by the same machinery.

"For the classification of ideas, the order of 'heads' in a sermon, or of 'points' in a speech, he may be relied upon never to break down. He seems to be a particular favourite with the clergy and all the good people who admire preaching. The former come to the Magician to learn how to deliver sermons, the latter how to retain them when delivered.

"I think I owed the *amende honorable* to the science of Mnemonics, and I have not hesitated to pay it. I don't like owning myself in the wrong at all better than my neighbours; but in the present case it seems to me that not only gratitude demands the confession, but the well-being of a large class of my fellow-creatures. I cannot imagine any person whom 'the System' would not benefit, while to some—especially the careless—it would be scarcely less than the acquisition of another sense. A month ago I was not only an unbeliever in Mnemonics, but an arch-heretic; I am now one of the band of the faithful."

From the ATHENÆUM, Saturday, July 11th, 1868.

SCIENCE.—ASIATIC SOCIETY.—*July 6th.*—Lord Strangford, President, in the chair. Mr. A. C. Lyall, Major G. Pearse, R.A., and Mr. T. Williams, were elected non-resident members. On the wall were diagrams of the 214 radicals of the Chinese written language, so arranged that the numerical position of each might be instantly pointed out; a map of China, with the names of the provinces in native characters; an extract from the Chinese Scriptures, and three quotations from the native poets. On the table were two editions of the Tsien Tsz Wan (1000-character classic), one a copy as used in the Imperial Schools, the other an edition published on the continent, with the

radical portion of each word printed in red and the "servile" strokes in black, and a chart of the radicals made by Mr. Jenner, and exhibiting the full association of the numerical rank, sound, and meaning of each. An oral lecture was given by Mr. T. Jenner on the Mnemonic acquisition of the Chinese written language. Mr. Jenner commenced by stating that he laid no more claim to the founding of a System of Memoria Technica than he could to the authorship of the Chinese language; but he hoped to show, to the convincing of those present, that he had successfully employed the Mnemonic System of Mr. W. Stokes, in the acquisition of that essential part of the written language of the Chinese, the Tsz-pŭ, or radicals. The importance of becoming properly acquainted with each of the radicals, and that in association with the *numerical position* in the native arrangement, was insisted on, by reason of the fact that every word in the native text is referred to one of these radicals, or keys, as its basis, and accordingly traced in a native lexicon, or any lexicon framed on the native plan, under the head of such key, and in the subdivision allotted to characters having the discovered number of supplementary strokes. The first illustration made was of the working out of three radicals, viz. No. 84, *Ki*, vapour; No. 42, *Siou*, small; and No. 94, *Kicuen*, a dog, which were selected as affording examples of three types of association; the passage of thought being consistently shown to travel in a straight, curved, and a broken line respectively (the "broken" line being used to indicate a short dialogue). Mr. Jenner next requested the members present to test the ready power afforded by the System, in making requisition of him for certain of the radicals by supplying only the number, and in repeated experiments it was shown that by association the sound and meaning of each were instantly brought to remembrance, and the form added thereto: the lecturer reproducing it at the table with the native pencil and ink, his back towards the diagram. Illustrations of the construction of words, *e.g.* "grace," which consists of radicals 31, *Hwih*, an inclosure, 37, *Ta*, great, and 61, *Sin*,

the heart. Greatness within an inclosure making *Yin*, a cause (a great cause bringing many results about it), and *Yin*, a cause, in one word with *Sin*, the heart, making *Gan*, grace, *i.e.* the heart influenced by a great cause; the native classification of which word is under radical No. 61, with six additional strokes. With similar illustrations of the construction of Chinese words, the lecture concluded, Mr. Jenner stating his conviction that by the help of Mr. Stokes's *Memoria Technica* he had acquired a knowledge of the name and meaning of each of the radicals, *in certain association with its numerical rank*, in less time than by simple memory he could have mastered the names and meanings.

From the "CHRISTIAN WORLD," Friday, Aug. 17th, 1866.

"ONE of the most pleasant of the varied entertainments supplied by the Polytechnic for its numerous patrons is the lecture of Mr. Stokes upon Memory. 'Practice makes perfect,' and this accomplished lecturer forcibly illustrates how an abstruse subject may be rendered clear and attractive by one who is experienced in ministering to the comprehension and taste of the public. Having marched his little troop of 'wonderful boys' upon the platform, he proceeded, on a recent occasion when we had the gratification of being present, to give a popularised metaphysical disquisition upon Memory with as much energy and freshness as though he had but just taken up the subject, instead of speaking upon it for the ten-thousandth time. A few words upon his lecture may not, perhaps, be unacceptable to our readers. Mr. Stokes lays great stress upon the fact that what is called 'bearing in mind' is usually a perplexing and laborious effort, involving a large expenditure of mental energy, which might be economized greatly to our comfort and advantage. According to his theory, this 'bearing in mind,' while listening to a sermon or lecture, or whilst reading, distracts attention, as our thoughts are apt to revert to the ideas which preceded, instead of concentrating upon the required point. It

public speaking, this effort of 'bearing in mind' is still more distracting, as not only that which has been said, but that which is about to be said, thrusts itself forward, and effectually interferes with that which is being said, and which ought to receive undivided attention. There are many public speakers who will fully endorse this view. To say that there is an infallible remedy for this seems almost too good to be true; but Mr. Stokes and his 'wonderful boys' seem to place this remedy beyond the bounds of scepticism. The audience are invited to suggest the topics of an imaginary discourse or speech, and when about a couple of dozen leading ideas have been named, the boys, without having seen the ideas in writing, repeat them throughout from memory, can say them backwards, can tell the number of any idea, or give the idea which corresponds with any number. Mr. Stokes explains how this power may be applied:—A lady may recollect fifty things that she wishes to buy, and important topics in conversation, without the use of written notes; thoughts which flit before the mind, which being lost cannot be recovered; sentiments in a particular speech or sermon, the taking down of which has been made an impossibility to the shorthand writer, and a great variety of other applications. By means of this remedy for forgetfulness, figures seem to be converted into playthings. The boys go through a multiplicity of exercises with a large diagram of figures which, under ordinary circumstances, it would be almost irrational to imagine could ever be committed to memory. Historical facts are also as easily dealt with. On the occasion to which we have alluded, a young man was questioned from a closely-written scroll of historical facts and dates. The scroll was unwound and handed about so as to interlace the audience, who put numerous questions from various parts of it in rapid succession. The replies were instantaneous and invariably correct. The scroll measured seventy-two yards, and Mr. Stokes said that the illustrator could easily learn a fresh scroll of equal length in a few hours. A very large and formidable diagram of the 'Astronomical Distances and Magnitudes,' was re-

peated by one of the boys in a surprising manner. He not only gave the distance or diameter of a planet, but could repeat the diagram from memory throughout, backwards or forwards without the slightest slip. Anybody seeing these illustrations will readily give credence to the testimony of those who affirm that they have applied Mr. Stokes's System with satisfactory results to the remembrance of ledger numbers, and other affairs of commercial life. Instantly giving the name of the day of the week, of any date of the year, is a startling feat, which the boys appear greatly to delight in. Years ago we heard Mr. Stokes himself repeat from memory Southey's wonderful description of, 'How the Water comes down at Lodore;' while we were in a state of bewilderment at his having gone through it accurately, and with such evident ease, he called upon his pupils to say it backwards, an impossibility to ordinary mortals, with which they complacently complied. 'The Far-Famed Fairy-tale of Fenella,' a long and very difficult piece of alliterative composition, was another illustration which the boys appeared greatly to enjoy. Mr. Stokes also blindfolded a boy and placed him in a chair with his back to a large blackboard. He then requested his audience to dictate figures at random, which he chalked down as they were called out, until the board was covered. He then desired a lad to read the figures to the blindfolded boy, and proceeded to explain how he arrived at some of his results. He had not uttered many sentences, however, when the blindfolded pupil said, 'Ready, sir,' and gained a good round of applause by repeating all the figures correctly which had been dictated. The audience looked at the boy, and looked at each other, and there appeared to be but one opinion—that the power of memory exemplified was very wonderful. Signing to the audience for a cessation of applause, Mr. Stokes asked if they would like the figures to be said backwards; and he had no sooner given the word, than the boy started off from the last figure, and went on to the first, as correctly as before. We have no space to mention all the illustrations we witnessed. We are glad of the opportunity of con-

gratulating Mr. Stokes upon what he has done with poor, dull brains that were long past mending, in the view of many teachers ; and we wish him success in a work which promises to become more and more popular, at least in his hands. We need scarcely say that all our readers have it in their power to check what we have written by a visit to the Polytechnic where he daily lectures."

"THE answers given, clearly proved that Mr. Stokes's System can be easily imparted and readily acquired."

"THE CAMBRIDGE INDEPENDENT PRESS,"

September 15th, 1866.

"CROYDON LITERARY INSTITUTION.—Mr. Stokes's lecture was a most admirable one."

"CROYDON JOURNAL," *May 31st, 1866.*

"YOUNG MEN'S CHRISTIAN ASSOCIATION, Aldersgate Street.—The audience seemed much interested in what Mr. Stokes said and did."

"CITY PRESS," *March 31st, 1866.*

"MEMORY.—Thirty gentlemen formed themselves into a class for inviting Mr. William Stokes of the Polytechnic, London, to this city to teach his System of Mnemonics. The three lectures which form his course of instruction were given in the Established Church Normal College on the evenings of Tuesday, Wednesday, and Thursday, to the entire satisfaction of every gentleman present ; and immediately before the class separated, a vote of thanks to Mr. Stokes was proposed, seconded, and unanimously agreed to, for the clear and interesting manner in which he demonstrated the almost universal application of the System, and how that to the public speaker, to the student preparing for examination, as well as to the man of business, it is invaluable."

"NORTH BRITISH DAILY MAIL," *Glasgow, Saturday, November 10th, 1866.*

"STOKES ON MEMORY.—The pupils of Mr. Stokes exhibit qualities of memory which rarely if ever can be shown by general or particular pupils of other teachers, and his System therefore is surely deserving of very grave attention from educationalists."

"MORNING JOURNAL," *Glasgow, Friday,*
November 16th, 1866.

"LECTURE ON MNEMONICS.—Last night Mr. William Stokes, from the Royal Polytechnic Institution, London, delivered a lecture on Mnemonics, or the System of Memory, in the Upper Queen Street Hall. The room was crowded to excess, and many persons had to be refused admittance. The feats of memory performed were truly wonderful."

"THE SCOTSMAN," *Edinburgh, Friday, January 11th.*
1867.

"Mr. Stokes's system greatly aids natural memory."

"EDINBURGH DAILY REVIEW," *Friday, Jan. 11th, 1867.*

"MR. STOKES is a public speaker of more than ordinary ease and self-possession, which arises, it is to be presumed, from his principles of Memory, for which he is so famed."

"GLASGOW ADVERTISER," *December 11th, 1866.*

"ROYAL ARTILLERY INSTITUTION.—On Wednesday evening, the 13th inst., a very interesting lecture on 'Memory and its Cultivation,' was delivered in the Theatre of the Institution, by Professor Stokes, of the Royal Polytechnic Institution. A number of little boys, instructed by the lecturer, gave illustrations of his method of training the memory. Notwithstanding the inclemency of the evening, there was a large attendance of officers of the regiment, officers of Royal Engineers, etc., and ladies of Woolwich and the neighbourhood, who by their plaudits, manifested unmistakably their surprise and satisfaction. Mr. Stokes claims for his system the merit of its adaptation to every

phase of thought and study, which the evidence he produced seems to justify. In proof of its adaptation to extemporaneous speaking, he gave an impromptu address upon twelve unconnected topics suggested by the audience; he also explained some of his recent inventions for smoothing the path of learning, and exhibited several diagrams of his pictorial plan of rapidly teaching the multiplication table."

"KENTISH INDEPENDENT," *Woolwich, Sept. 23rd, 1867.*

ON Tuesday, June 4th, 1867, Mr. Stokes gave a Demonstration at the Wesleyan Training College, Horseferry Road, Westminster. The late Rev. John Scott, Principal, who occupied the chair, kindly sent the following Testimonial:—

"The performances of Mr. Stokes's pupils have greatly pleased and surprised me; and I think a System which can produce such results deserves to be extensively known.

"JOHN SCOTT."

ON Wednesday evening, July 3rd, 1867, Mr. Stokes delivered a lecture on Memory to a large audience, at the Sunday School Union, 56, Old Bailey; Thomas Brain, Esq., in the chair. At the close of the lecture a resolution to the effect "That Mr. Stokes's System of Memory and Aids to Rapid Teaching are worthy of the attention of all interested in Education," was proposed by Mr. Hassell, of the Home and Colonial School Society, seconded, and carried unanimously, accompanied with thanks.

On Friday evening, September 6th, 1867, Mr. Stokes gave an illustrative lecture on Memory at the Mechanics' Hall, Tudor Street, Sheffield, his worship the Mayor, John Webster, Esq., in the chair; and on Monday, September 30th, Mr. Stokes delivered another illustrative lecture in the same hall, the Rev. Dr. Sale, vicar, in the chair.

On Thursday evening, January 23rd, 1868, Mr. Stokes delivered his first lecture in Bradford, at the Mechanics' Institution, M. W. Thompson, Esq., M.P., in the chair.

On Wednesday evening, April 8th, 1868, Mr. Stokes delivered his first lecture in Halifax, at the Mechanics' Institution, F. H. Bowman, Esq., F.R.A.S., F.C.S., in the chair.

On Friday evening, July 10th 1868, Mr. Stokes gave his first entertainment in Huddersfield, at the Gymnasium Hall.

At each of these lectures the greatest satisfaction was expressed, as was also the case at several other lectures, and entertainments given by Mr. Stokes in these towns and in the surrounding neighbourhood. Mr. Stokes's numerous lessons have also been very highly appreciated.

Mr. Stokes has taught with very satisfactory results at the New Mechanics' Hall, Leeds. Reference kindly permitted to pupils.

Mr. Stokes has lectured at the Rev. C. H. Spurgeon's Metropolitan Tabernacle College. Some of the students have taken lessons of Mr. Stokes, and have given their names as private referees.

Mr. Stokes has lectured and taught at Cheshunt College, with considerable success. Reference kindly permitted to students who have acquired the power of Reporting Sermons and Lectures from Memory, and of Preaching without Notes, etc.

Mr. Stokes has lectured at the Spa Saloon, Scarborough, and has given lessons in the town. Miss Stephen, Principal of the School for Young Ladies, Denmark House, Prince of Wales' Terrace, Scarborough, had a lecture, and formed a class in August, 1868, and has kindly consented to be a referee.

"SPA SALOON.—Two boys who had been under Mr. Stokes's tuition gave proof of almost superhuman power of memory."—*Scarborough Gazette*, August 20th, 1868.

"SCARBOROUGH.—MECHANICS' HALL.—An interesting entertainment was given in this room on Tuesday evening, illustrative of acquired memory, by Mr. William Stokes, under the patronage of the Worshipful the Mayor (R. Champley, Esq.). The "Magician of Memory" was assisted by several pupils in some extraordinary performances, and gave great satisfaction."—*The Era*, August 23rd, 1868.

“Brighton, Nov. 4th, 1859.

“I am able to speak in high terms of Mr. Stokes’s System of Memory for its simplicity and general utility. As a medical man, I can say that it does not overtax the brain; and I have great pleasure in recommending it to those desirous of educational advancement.

“JOHN CORDY BURROWS, F.R.C.S.E.,

————— “*Mayor of Brighton.*”

“I have taken lessons in Mnemonics of Mr. Wm. Stokes, Russell Square, Brighton, and find that the system he teaches is remarkable for its simplicity, readiness of acquisition, and moreover appears to me to be wholly in conformity with the laws of nature, as shown in the ordinary operations of the mental faculties.

“The System of Mr. Wm. Stokes, if generally adopted, would be of the greatest practical utility in the affairs of every-day life.

“JAMES WHITE, M.P.

“19, Brunswick Terrace,

“Brighton, 9th October, 1860.”

—————
“I listened with much interest to three Lectures on Memory, delivered by Mr Stokes to ten clergymen in my study. Mr. Stokes’s System is very ingeniously arranged, and seems well suited to assist the Memory of listeners as well as speakers.

“D. D. STEWART, M.A.,

“*Incumbent of All Saints’*,

“Maidstone Parsonage,

“*Maidstone.*

“April, 1863.”

—————
“Having attended the above Lectures, we can express our entire approval of Mr. Stokes’s System. It is simple in its construction,—may be mastered by moderate attention,—and may be safely used to retain any number of unconnected ideas or facts. We wish it all the success which it justly deserves.

“G. M. GOULD, M.A., *Head Master of the Grammar School, Maidstone.*

- "H. W. DEARDEN, M.A., *Incumbent of St. Paul's, Maidstone.*
- "WM. ALFRED HILL, M.A., *Incumbent of St. Peter's, Maidstone.*
- "EDWD. B. HEAWOOD, M.A., *Rector of Allington.*
- "WILLIAM F. COBB, M.A., *Rector of Nettlestead.*
- "J. H. ETHERIDGE, M.A., *Curate of St. Paul's, Maidstone.*
- "HOWELL HOWELL, *Curate of Holy Trinity, Maidstone.*
- "GEORGE H. STANTON, M.A., *Curate of All Saints', Maidstone.*
- "J. C. EGAN, M.D., M.R.I.A., *Assistant Curate, South Hackney, N.E.*"
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From DR. F. R. LEES, author of "*Illustrated History of Alcohol*," "*Alliance Prize Essay*," &c., &c.

"This is to certify that, at the request of Mr. William Stokes, at the conclusion of a Lecture delivered by me in the Town Hall, Brighton, between three and four years ago, I catechised him upon the matter introduced, and he replied from Memory, with a degree of accuracy which appeared to me to be very extraordinary; and further, that upon being made acquainted by Mr. Stokes with the means by which he obtained these results, I found them to be both simple and philosophical, and available for general adoption.

"Meanwood, Leeds, F. R. LEES, F.S.A. Edin.

"May 8th, 1863."

From REV. GEORGE PROBERT, of *Her Majesty's Church, Whippingham, Isle of Wight.*

"Whippingham Rectory, Isle of Wight,

"February 13th, 1864.

'My dear Sir,—The able Lecture you delivered in Her Majesty's New School Rooms, Whippingham, and the practical illustrations which you gave us, convincingly demonstrated the power and general applicability of your

System of Memory. Speaking from my own experience, I consider your method to be very valuable, and that, when known, it will be very generally adopted.

"I am, my dear Sir,

"Yours faithfully,

"GEORGE PROTHERO.

"Wm. Stokes, Esq."

"A simple plan of operation, by which any person of ordinary capacity may readily accomplish far more than ordinary tasks."

REV. G. H. D. MATHIAS, M.A., *East Cowes,*
Isle of Wight.

"Feb. 29th, 1864.

"The short time in which it may be acquired is very remarkable. We can already perform many of the great Feats of Memory which occasioned much surprise at your lecture in Her Majesty's School Rooms, Whippingham, on the 11th instant."

REV. THOMAS F. FENN, *Curate of Wootton, Isle of Wight.*

"Its uses are as various and extensive as the occupations of life and the pursuits of the intellect, to all of which it is rapidly applicable."

REV. JOHN INGLE, M.A., *Head Master, Mount Radford School, Exeter*

From SIR STAFFORD H. NORTHCOTE, BART, C.B., M.P.

"Pynes, Exeter, October 25, 1864.

"My dear Sir,—I have felt much interest in your system of Mnemonics, which is at once very ingenious and very simple. Its principles are easily mastered, and it is evidently capable of indefinite application. The advantages of cultivating the Memory are obvious enough; the danger against which we have to guard is, that of sacrificing other and higher qualities of the mind to that which has been called our beast of burden. Your System,

founded as it is upon an intelligent appreciation of the laws of association, appears to me more likely to quicken than to deaden other mental powers, especially those of attention and invention. I am, I own, less struck with the feats which you teach your pupils to perform, than with the power which the mind acquires of following and retaining a chain of reasoning with ease and certainty, and of reproducing the arguments which have been presented to it, either in the order in which they were originally arranged, or in any other.

"Your manner of teaching is very pleasant; and I shall certainly recommend any of my friends who have the opportunity, to put themselves under your tuition.

"Believe me, yours faithfully,

"STAFFORD H. NORTHCOTE.

"W. Stokes, Esq."

PUBLIC ILLUSTRATIONS BY SIR STAFFORD H. NORTHCOTE,
BART, C.B., M.P.

On the evening of Monday, October 31st, 1864, Mr. Stokes delivered a Lecture on Memory, for the Exeter Literary Society, at the Athenæum, Exeter, on which occasion Sir Stafford H. Northcote, Bart., C.B., M.P., who occupied the chair, bore important personal testimony to the efficiency of Mr. Stokes's System, and very kindly gave a variety of PRACTICAL ILLUSTRATIONS, to the great satisfaction of the audience. (*Fully reported in the local papers.*)

Mr. Stokes had the honour of giving a Course of Private Lessons to His Worship the Mayor of Leicester (Alfred Burgess, Esq.), and to many ladies and gentlemen, who have kindly given their names as Referees. He also held several large Classes at the Great Hall, at which satisfaction was expressed. (1865).

A vote of satisfaction was unanimously passed at the termination of a Course of Lessons given by Mr. Stokes to a large Class of ladies and gentlemen held at the Rev. W

Barber's, St. John's Parsonage, Leicester, in July, 1865, among whom were the following clergymen :—

REV. WM. BARBER, M.A.	REV. JAMES BONSER, B.A.
„ T. JONES, M.A.	„ M. W. MOGGRIDGE, B.A.
„ E. BADELEY, B.A.	„ ARTHUR PERTWEE, B.A.
„ CHARLES R. BALL, M.A.	„ J. SPITTAL, M.A.

Mr. Stokes has lectured and taught at Rugby. His Introductory Lecture was delivered on Tuesday, May 23rd, 1865, in the Assembly Room, Town Hall. The Rev. John Moultrie, M.A., Rector of Rugby and Canon of Worcester, in the Chair.

On the evening of Thursday, October 26th, 1865, Mr. Stokes delivered an illustrative lecture on Memory, at Windsor, the Rev. H. J. Ellison, M.A., Vicar, in the chair. A vote of satisfaction was carried unanimously.

Mr. Stokes has taught at Clewer House School, Windsor. References kindly permitted to the Principal, W. R. Harris, Esq., Mayor of Windsor, 1865.

“ Before I had the pleasure of meeting with you, I had never dared to preach without notes ; since, I have laid them aside, greatly to my advantage.”

REV. W. LIONEL GREEN, *Middleton, Teesdale,*
Darlington.

“ Glasgow, November, 1866.

“ We, the undersigned, would be wanting in common courtesy, did we not express to Mr. STOKES the great satisfaction we have had in being made acquainted with his admirable method of teaching the Multiplication Table, and at the same time thank him for the gentlemanly and generous manner in which he has brought its merits under our notice.

“ The method is both novel and ingenious, and by it the table is rendered attractive, is easily and quickly mastered, and is permanently retained.

“ To demonstrate its real worth, at the suggestion of Mr. STOKES, we applied a test as severe as the circum-

stances and our professional experience as teachers would warrant.

"Three boys were chosen from the Infant Department of the Normal School, between the ages of seven and eight, and entirely ignorant of the table, and given in charge to Mr. STOKES. A week was allowed him to accomplish the task of teaching the table. The boys called on Mr. STOKES on three successive mornings, and were under lesson for half an hour each time. At the close of the third lesson they were subjected to a strict examination, and were found to have acquired the table perfectly, no amount of cross-questioning being able to put them out.

"This result is so creditable to Mr. Stokes, and so valuable a product of his System of Memory, that it is no more than simple justice to him to let the fact be known.

"We hope this testimony will have some weight with our professional brethren, in leading them to make inquiries regarding a system which may be turned to such good account in their every-day work.

"JOSEPH DOUGLAS, *Rector, Established Church Normal Training College.*

"THOMAS MORRISON, *Rector, Free Church Normal Training College.*

"JAMES MACAULAY, *Established Church Normal School.*

"JOHN STEVENSON, *Established Church Normal School.*

"WILLIAM KIRKLAND, *Established Church Normal School.*

"ARCHIBALD M'TAGGART, M.A., *Martyr's School.*

"JOHN ROBERTSON, *Milton Schools.*

"ROBERT NESS, *St. Matthew's Sessional School.*

"Q. PRINGLE, LL.B., *St. George's School.*

"GEORGE L. M'PHERSON, *Port-Dundas School.*

"WILLIAM CRAIG, *Glasgow Institution.*

"JOHN DONALD, *St. Rollox Schools.*

"ROBERT LEWIS, *St. Paul's Balfour School.*

"THOMAS POWELL, *Freeland School.*

"JOHN DICKIE, *President, Glasgow Branch Educational Institute of Scotland.*"

"After an experience of three months of Mr. Stokes's System of Memory, I find my memory greatly improved, both as regards mental notes of cases, and heads of sermons. As to dates, I believe it to be invaluable; it is easy of application, and I am sure it will improve any one who will give it a moderate degree of attention.

"THOS. B. HENDERSON, M.D.

"294, Bath Crescent, Glasgow,

"February 18th, 1867."

"131, Armfield Street, Glasgow,

"31st December, 1866.

"My dear Sir,—I cannot refrain from expressing the great benefit I have derived from your System of Memory. I find it of incalculable service in fixing in the mind trains of thought, while it furnishes the certain means of recalling the same without difficulty. Yesterday was the first time that I applied your System to my pulpit work, and I have the greatest pleasure in stating that I was enabled by it to go from point to point, from the commencement to the close, with the greatest ease, and without missing a single link. I consider your System invaluable to the student in the acquisition of historical, scientific, and all other kinds of knowledge; and nothing could be more fitted to promote the rapid progress of University and Theological Students than the introduction of your System into our Chartered Universities and Theological Halls.

"Believe me, ever yours faithfully,

"ALEXANDER BRUTON,

"Minister, Blackfriars United Presbyterian Church."

"At the conclusion of my Service yesterday morning, Mr. Stokes reproduced to me my Sermon, from Memory alone, with such readiness and with such extraordinary accuracy of arrangement and detail, that I was astonished. I could not have been anything like so accurate myself.

"GEORGE DAWSON, M.A.,

"Glasgow,

Of Birmingham.

"February, 25th, 1867.

"The College, Hackney,

"London, N.E., May 31st, 1867.

"We, the undersigned, eight students of the College, Hackney, have much pleasure in certifying that Mr. William Stokes, Teacher of Memory, of the Royal Polytechnic Institution, has given a Course of Three Lessons in his System of Memory to us here; and that he imparted to us the Art of Speaking without Notes in the First Lesson of the Series.

"We cordially recommend Mr. Stokes's System.

"WILLIAM ATTWELL.

"JOSEPH HALSEY.

"THOMAS BETTS.

"E. S. JACKSON.

"JOHN BLACKBURN.

"G. W. JOYCE.

"EBEN. EVANS.

"WILLIAM A. MILLS."

"221, Strand, W.C.

"June 11th, 1867.

"After receiving a course of three lessons, I was elated to find that I could commit to memory a Five Act Drama in one-third the time I had hitherto found necessary to effect the same object.

"WALTER CHANDLER."

(Late of the Theatre Royal, Coventry.)

"4th July, 1867.

"I have learnt Mr. Stokes's System of Mnemonics, and can strongly recommend it as an aid to the acquisition of ancient and modern languages.

"W. HALL,

"Author of the Greek Roots, &c. Son of the late Mr. H. Hall, author of the French Roots, the Latin Roots, and other Educational Works."

From LIEUTENANT-COLONEL ARTHUR STEVENS, Madras Staff Corps, 32nd Regiment M.N.I.

"23, Regency Square, Brighton,

"12th June, 1867.

"My dear Mr. Stokes,—I have been advocating your System here. With its assistance, in about three hours I

have committed the heads of the manœuvres (62 in number) of a battalion to memory, from whence I trust they will never fade.

“Your System is admirable for young officers and sergeants to keep the drills in their heads.

“With kind regards, yours truly,

“ARTHUR STEVENS.”

From ADMIRAL DUNTZE.

“Woolwich Common, S.E.

“July 1st, 1867.

“My dear Sir,—In compliance with your request to me to give you my opinion of your System of Mnemonics, I send you the following in the form of a Testimonial.

“Believe me, very faithfully yours,

“J. A. DUNTZE.

“I have had a practical knowledge of Mr. Stokes’ System of Memory for about two years, and can confidently speak in its favour. Previous to my acquaintance with his method, I had examined three other systems, one of which I learned several years ago, and found of great use to me in fixing dates and figures. This the three systems are adapted to do, but only one of them is applicable to other subjects,—that one Grey’s ‘*Memoria Technica*’!

“My personal experience of Mr. Stokes’s method, and my observation of the applications of it made by others, have convinced me that his System of Mnemonics is of almost unlimited range, and of inestimable worth. I have myself applied the method in a variety of ways with marked success, and am sure its use cannot fail to improve any memory.

“From what I had heard and seen of the results of the method, I was induced, two years ago, to give my son the advantage of learning it, and attended the course of lessons with him, that I might be enabled to superintend and assist him in his studies, rather than from the expectation of deriving much benefit myself. I was most “agreeably disappointed,” and so pleased was I with Mr. Stokes’s teaching that I arranged with him to take my

son as a private pupil and boarder, for a few weeks last year, with fruits that were, and are, very satisfactory.

"I am gratified to find other parents have since made a similar arrangement, for I feel confident they will join me in recommending our example to be followed.

"Mr. Stokes, is an earnest, thorough teacher, with remarkable readiness and ability. "J. A. DUNTZE."

"It secures the best results without burdensome toil."

Rev. E. R. TALBOT, M.A., *Broomhall Park, Sheffield,*
September 25th, 1867.

From REV. J. BURBIDGE, *Incumbent of St. Stephen's Church, Sheffield.*

"Sheffield, September 26th, 1867.

"I am very pleased to add my testimony to the value of Mr. Stokes's System of Memory. I received three Lessons from him, and consider I gained many times over the value of the fee I paid for them. From what I learned, and what I have myself been able to accomplish, I am quite satisfied that with ordinary attention and application, the System may be easily mastered and very extensively applied. As a mental training for youth, I am sure it is of the utmost importance. I may add to this, that Mr. Stokes has given me a most correct outline of two of my sermons, and applying the System for a similar purpose myself, I have been very successful.

"For students at school or college, and for public speakers anxious to keep to the point, the three lessons will be found invaluable. "J. BURBIDGE."

From H. M. SHERA, Esq., M.A., *Head Master of Wesley College, Sheffield.*

"Wesley College, Sheffield, Oct. 9th, 1867.

"Mr. Stokes has taught two classes of boys in my presence; and after listening to six lessons, I do not hesitate to state my conviction that his System of Memory, if fully carried out, must greatly benefit his pupils.

"His suggestions on thought-linking are excellent, and by his System of prompters, the leading features of Sermons, Speeches, Arguments, etc., etc., may be easily and permanently retained in the Memory.

"H. M. SHERA, M.A."

From the REV. JOHN H. JAMES, *Governor and Chaplain, Wesley College, Sheffield.*

"Oct. 9th, 1867.

"I have much pleasure in confirming Mr. Shera's testimony. Mr. Stokes's power as a *teacher* of Mnemonics is very great. Valuable as his treatises and lectures are, it is in the Class that the true excellence of his System is developed.

"JOHN H. JAMES."

From the REV. JAMES E. THOROLD ROGERS, M.A., *late Professor of Political Economy, Magdalen Hall, Oxford.*

"Oxford, November 29th, 1867.

"My dear Sir,—I am ready to bear testimony to the success of the method which you have developed for creating and sustaining an Artificial Memory. I have not only seen the evidence of its value in the case of those adults who have availed themselves of your service, but in the use which my own children have made of the instruction which you have afforded them.

"Your method, in my opinion, is simple, intelligible, and coherent, and I am glad that you have been induced to visit this place.

"Yours faithfully,

"JAMES E. THOROLD ROGERS.

"W. Stokes, Esq."

From the REV. RICHARD H. HILL, D.C.L., *Head Master, Magdalen College School, Oxford.*

"November 22nd, 1867.

"I had heard of Mr. Stokes, the Lecturer on Memory, from (ex)Professor Rogers, and satisfied myself, by attending a public Lecture, that very surprising results attended his System.

"Afterwards he was good enough to attend at full school time, and add to the proofs formerly given of the genuineness of his professions. On this a class was formed to receive instructions in the rules of the Art, consisting of Professor Donkin, Mr. Daman, our Mathematical Master, twenty-four boys of various ages, and myself. At the close of three Lectures there was scarcely one of us who could not have repeated by heart any reasonable number of figures, however oddly combined, if a few minutes was allowed to consider their order. Mr. Stokes's System applies to numbers so readily that the merest child can without effort learn and retain by its aid dates and distances which a lifetime otherwise could scarcely master. It is also applicable to the repetition of passages by heart, the retention of lectures, speeches, and sermons in the memory and the like. In this, the ordinary rules of the Art will furnish a kind of backbone along which the various parts of a composition will naturally lie, and these, joined with good but not remarkable abilities, would enable a man to repeat and retain what he may have heard or read at a great length. Mr. Stokes supplements his peculiar System with many useful hints which would be of universal application in matters of Memory. Professor Donkin, Mr. Daman, and myself, all feel our capabilities much enlarged by the instruction we have received; and I think I may say that it would not take much time or labour to produce from it a power of reporting without notes, and an almost complete independence of Arithmetical Tables.

"R. H. HILL."

From WILLIAM F. DONKIN, ESQ., M.A., Professor of Astronomy, University College, Oxford.

"34, Broad Street, Oxford,

"November 27th, 1867.

"Dear Sir,—Having learnt from you the principles of your Mnemonic System, I have taken some pains to test the applicability of the method to cases of the kind most likely to be useful to myself; and I am glad to assure you that the result has been very satisfactory to me.

"I may mention as an instance, that I have found no difficulty in learning by heart the logarithms (to 7 figures) of the first hundred numbers. I have also tried applications of other kinds with equal success.

"I think the System will satisfy the reasonable expectations of any one who is willing to bestow a moderate amount of pains and attention on acquiring familiarity with the practice of it.

"I remain, dear sir, yours truly,

"W. Stokes, Esq."

"W. F. DONKIN.

"A very great assistance, not only to the development of the Memory, but also of the intellectual powers generally."

REV. S. L. WARREN, M.A., *Wadham College, Oxford.*

From the REV. THOMAS A. NASH, M.A., *Curate of St. Aldate's, Oxford.*

"December 10th, 1867.

Dear Mr. Stokes,—I have already derived benefit from your System of Memory, and believe that it will be of increased use in my preparations for the pulpit.

"One of the strongest proofs of the usefulness of your system was given in your own reproduction of a sermon I delivered a few Sundays since. I do not think there was one line of thought left out, and these were all clothed in my own language.

"Wishing you every success, believe me,

"Faithfully yours,

"THOMAS A. NASH."

From the REV. GEORGE RAWLINSON, M.A.

"Broad Street, Oxford, October 5th, 1868.

"Dear Sir,—I have pleasure in bearing testimony to the excellence of your System of Artificial Memory, and to the pains which you take with your pupils. I find that my children who attended your class are able to remember with great ease all the important dates belonging to that

portion of history which they have studied ; and I have no doubt that they thus obtain a far firmer grasp of the facts than they would otherwise have done. I regard your System as a great help to the student of History, who by its aid may readily acquire, and retain, an exact knowledge of even the most complex Chronology. The System may also be applied with advantage to numbers generally, and to other things.

" I am, dear Sir, yours faithfully,

" GEORGE RAWLINSON, M.A.,

" *Camden Professor of Ancient History in the University of Oxford.*

" Christ Church, Oxford,

" November 15th, 1868.

" My dear Mr. Stokes,—I write to thank you for the care you have taken in imparting to me your System of Memory. I used to have to take a great deal of time and pains to remember facts or dates in history, whether singly or in connection ; but now, owing to your method, I can fix them almost immediately, and can retain them with ease. I have also applied your plan to the remembrance of ideas in English and in Greek, and to learning by heart, with as much success as to history and dates. Hoping that you will succeed in extending your system everywhere,

" I remain, very faithfully yours,

" A. CROMWELL WHITE."

" Christ Church School, Oxford,

" November 20th, 1868.

" Mr. Stokes, of the Royal Polytechnic Institution, London, gave two astonishing demonstrations of his system of Memory in this school, and I fancy the great powers displayed by his pupils at first occasioned the impression that such results were not to be obtained by ordinary learners. Mr. Stokes has since, however, taught the whole of the boys here, and his lessons have created more surprise than his demonstrations. The simplicity

of Mr. Stokes's system is hardly to be imagined, and those who listen to his suggestions would pay themselves no compliment were they to say they could not immediately and subsequently turn them to practical account. My boys only received their third lesson this morning, and have, as usual, been giving attention to their ordinary work; but I am sure that I could select more than a score who, by the scientific use of their natural Memory, could at this moment afford surprising proofs of the good they have acquired; and I believe that *all* the boys will pursue their studies, not only with additional power, but with fresh energy and increased hope. From my childhood I have been acquainted with Mnemonics, and I have derived good from even imperfect aids; but I must confess I was very doubtful of many of the benefits enthusiastically attributed by many of Mr. Stokes's pupils to his particular plan. The culture of the Memory I find, however, is a *science* in Mr. Stokes's hands, and most heartily do I wish him success in its dissemination. I can confidently add the testimony that my own Memory has been improved by Mr. Stokes's training. I think that almost every honest man must acknowledge that his Memory is at least in some points defective, and I cannot imagine any that Mr. Stokes's method would not benefit. To all interested in education I especially commend it, and I shall endeavour to manifest my approval of Mr. Stokes's system practically, by rendering its constant use a special feature of Christ Church School.

“REV. WILLIAM PRICE, M.A.,

“*Head Master of Christ Church Cathedral School,
Oxon.*”

The following Testimonial is from Mr. SAMUEL Mc BURNEX, who took lessons of me by *Correspondence*: and who has since represented me very ably in the Isle of Man; having lectured publicly upon my System, and taught very successfully under my guidance. At the time of his writing the Testimonial I had not had the pleasure of seeing him—only his photograph.

W. S.

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"Athol House, Douglas, Isle of Man,
"3rd June, 1868.

"Mr. Stokes,

"Dear Sir,—I cannot well enumerate all the benefits which I have derived from your System, not only in improving the Memory, but as an incentive to study; and as a means of developing all the powers of the mind. Suffice it to say, that a memory formerly remarkable for nothing but its want of retention, has become a wonder to those unacquainted with your *modus operandi*. I have done, and shall do all in my power to promote your System. I have much pleasure in sending you my father's testimony to the efficiency of your method.

"I remain, dear sir, yours very truly,
"SAMUEL McBURNEY."

"Athol House, Douglas, Isle of Man,
"June 3rd, 1868.

"Mr. Stokes,

"Sir,—I regard it equally as a courtesy and a duty to express my admiration of your Mnemonic System. I have taught mnemonically for a long series of years; but the success that has attended my son's exhibition of your System, both in public and among the pupils of my establishment, convinces me of its superiority to anything I have either studied or seen exemplified. Several of my pupils, by no means notable for good memories, have by your method learned hundreds of dates within a few days, in so correct and intelligent a manner that to me it seems actually marvellous. It is a very important feature of your System that it is of value, not only for dates and other figures, but for the retention of facts and thoughts. For your credit, therefore, and for the public good, I cannot withhold my humble testimony to the ease and effectiveness with which your Artificial Memory is imparted and impressed.

"I am, Sir, yours respectfully,
"ISAIAH McBURNEY, LL.D. F.S.A. Scot."

“Mr. William Stokes, after a public lecture to our Young Men’s Christian Association, at Kingsland, formed a class of nearly a dozen persons, of which I and two of my sons, looking forward to professional life, formed a part.

“I am happy to bear my testimony to the pleasing and successful method adopted by Mr. Stokes for the purpose of aiding and strengthening the power of Memory. I heartily advise all who have the opportunity to place themselves under his instruction.

“In this commendation I know all who were associated with me concur.

“THOMAS AVELING,

“*Minister of Kingsland Congregational Church.*

“Kingsland, London, N., June 28th, 1868.”

From MISS WEBB, *Principal of Ladies’ School,*
Huddersfield.

“Ebor Mount, Huddersfield,

“August 8th, 1868.

“Miss Webb has much pleasure in stating that Mr. Stokes has given a Course of Memory Lessons at her house to a class of fourteen, and that she and her pupils and friends, comprising the class, have been much interested with the valuable information imparted, which becomes increasingly useful in proportion as it is applied.”

From MISS GAPPER, *Principal of the School for Young Gentlemen, Haines Hill, Taunton.*

“December 7th, 1868.

“Dear Mr. Stokes,—Of your excellent and very simple system I can scarcely speak too highly, and am daily thankful with the vast help it affords to all, especially to those boys who have defective memories. It enables them to do marvels with it in their school-work. This they can prove if called upon unexpectedly at any moment. I advise parents and teachers, and indeed all who can, to take lessons of you, as your method confers so much power and would save so much toil, both to the children and them-

selves; and to exercise the memory without it appears to me an irrational waste of time.

“Wishing you all success in your arduous warfare against doubt and prejudice,

“I remain,

“Faithfully yours,

“E. F. H. GAPPER.”

“The Rectory, Witney, Oxon,

“December 14th, 1868.

“Dear Sir,—I do not like your visit to Witney to pass away without expressing to you the satisfaction and advantage that I have derived from it. After seeing the results of your system, as exhibited by some of your pupils, I did not hesitate to enrol myself among your scholars, together with two of my daughters. My only regret now is, that my sons were not at home to profit by your instruction also. My children and some of my younger parishioners, who have had more time than I have had, have already, within a few days, acquired a power of learning by heart, and committing facts to Memory, which at once proves the simplicity and extraordinary effectiveness of your system. For my own part, I find myself, at a period of life when the Memory begins naturally to fail, in possession not only of a new power, but of one which my own fault alone can prevent me from developing into a Memory far more powerful than I have ever possessed before. I have already found your system extremely useful, and quite hope that if I meet you again I shall have cause to thank you for an assistance which must be an unfailing and increasing advantage to me in the various portions of my parochial and ministerial work.

“Believe me, dear Sir, very faithfully yours,

“F. M. CUNNINGHAM, M.A.,

“Rector of Witney, Oxon.

“W. Stokes, Esq.”

"Kensington Palace, January 5th, 1869.

"Dear Sir,—I am very happy to add my testimony to that of many others, as to the value of your system, and to acknowledge the complete success which has attended its introduction into the education of my children. Their progress since my governess has taught them by your plan, has been much more rapid than it was previously, and the knowledge gained is remembered with greater accuracy. The children delight in the method, and the facility with which it is acquired enables the youngest to profit by it.

"Wishing you much success in the work you are engaged in,

"I remain, dear Sir, faithfully yours,

"MARIA H. SAYER.

"W. Stokes, Esq."

"I can *conscientiously* recommend your lessons on Memory. I consider the System the *best* in existence, and, if intelligently applied, really valuable."

WM. OLDING, Esq., *Principal of Camden House
Schools, Brighton.*

"Admirably calculated to develop and aid a dull intellect, as well as to render considerable assistance to a ready mind."

REV. G. H. CONNOR, M.A., *Vicar of Newport,
Isle of Wight.*

"Of great value in learning dates and languages."

REV. J. J. SPEAR, M.A., *late Chaplain of Parkhurst
Reformatory, Isle of Wight.*

"I can safely affirm that, in intellectual matters, the most profitable hour I ever spent, was in learning your wonderful and easy System."

REV. JOHN WEBSTER, B.A., *Cantab.*

“Your System is *perfection* of association.”

WM. PETTIT, ESQ., M.R.C.P., *Principal of Scotsford House School, Brighton.*

“It strengthens the power of application.”

MISS THOMPSON, *Principal of Ladies' School,
7, Vernon Terrace Brighton.*

“Young persons would find it invaluable in preparing for Examinations.”

HENRY C. MALDEN, ESQ., M.A. *Principal of Windlesham House School, Furze Hill Road, Brighton.*

“Based upon the soundest principles of mental philosophy.”

DAVID LYELL, ESQ., M.A., LL.B., *of the University of London.* [Now Dr.]

“Simple and ingenious.”

REV. H. BRASS, M.A., F.G.S., *St. Mark's, Brighton.*

“Your instruction was interesting, clear, and practical.”

JAMES R. CRABB, ESQ., *Principal of Spring Hill House School, Southampton.*

“While it imparts artificial means of recollection, it at the same time strengthens and improves the natural memory.”

JOHN LENTON PULLING, ESQ., LL.B., *London.*
[Now LL.D.]

“My son, Mr. Edward White, who has taken Lessons of Mr. Stokes, considers the System valuable and applicable to languages and mathematics.”

DR. CHARLES WHITE, *Principal of Hove Lodge School, Brighton.*

"I strongly recommend Mr. Stokes's System for the ready and accurate acquirement of chronology."

ANDREW BELL, ESQ., *Author, Translator, &c., and Original Editor of "Haydn's Dictionary of Dates."*

"I have applied your System of Artificial Memory to the learning of history, geography, and languages, and have found it generally useful."

CHARLES A. PINHORN, ESQ., *Trinity College, Dublin.*

"At my examination, I found your System of Mnemonics of considerable utility."

JAMES HORAN, ESQ., [Now B.A.] *London University.*

"I have tested the System practically, and have found it answer well."

REV. JOHN B. FIGGIS, A.B., *Minister of North Street Chapel, Brighton.*

"I have much pleasure in bearing testimony to the usefulness and efficiency of Mr. Stokes's System of Mnemonics, especially in remembering sermons, dates, etc."

REV. JOHN BRASS, B.A., *Oxon, Lindfield.*

"I have much pleasure in stating that I think Mr Stokes's System of Artificial Memory to be both simple and ingenious, and likely to be of much use to any one who thoroughly masters and applies it."

REV. A. D. WAGNER, M.A., *Incumbent of St. Paul's, Brighton.*

"Having a very bad memory for names, I learnt, for the sake of carrying in my head, a plan of my Parish in the order the Parishioners live; and I have found your System also particularly useful for learning poetry and dates."

REV. G. W. PHIPPS, M.A., *Rector of Husband-Bosworth, Leicestershire.*

"Mr. Stokes, of London, teaches a very fine System of Mnemonics, which is based on the principle of a combination of the faculties; the larger aids the smaller, and one remembered fact suggests another. He has produced very satisfactory results from this method."

From a Lecture on Memory, by L. N. FOWLER, Phrenologist, 308, Broadway, New York, U.S.A.

"I have pleasure in testifying to the advantages of Mr. Stokes's System of Mnemonics, as improving and aiding the natural memory."

DR. GEORGE GRANVILLE BANTOCK, M.D., *Chester.*

"Miss Ripley presents her compliments to Mr. Stokes, and will be happy to have her name placed upon the list of referees."

MISS RIPLEY, *Principal of Ladies' School, Sussex Square, Brighton.*

"Mrs. Marsh is very glad to have had the opportunity of taking Lessons from Mr. Stokes, as she finds his System of great use to her in a variety of ways; and she is sure it will become more and more serviceable."

Extract from a private Note from MRS. TILSON MARSH, St. Leonard's-on-Sea, January 29th, 1863, printed by kind permission.

"It is particularly useful in the remembrance of abstract ideas and technicalities, and gives a clue to consecutive thinking."

DR. CHARLES J. WHITE, M.D., L.R.C.P.E., M.R.C.S.,
&c., *Surgeon, Peninsular and Oriental Company.*

"My pupils are delighted with it, and find they can use it to great advantage. It is far superior to anything of the kind with which I am acquainted."

MISS GILBERTSON, *Principal of Ladies' School, 33, Brunswick Square, Brighton.*

"We are much pleased with your admirable System."

MISSES EDGAR, *Principals of Ladies' School,
St. Leonard's-on-Sea.*

"I have found it exceedingly useful."

F. R. CHESHIRE, ESQ., M.C.P., *Principal of Camden
House School, Camden Terrace, Camden Town,
London, N.W.*

"I can thoroughly and heartily recommend his System."

REV. ROBERT MAGUIRE, M.A., *Incumbent of Clerkenwell
London.*

"I am delighted with your Lessons."

C. J. BOND, ESQ., *Professor of Music, Brighton.*

"It is the champion of thought against rote."

REV. THEOPHILUS LESSEY, *Pastor of the Independent
Church, Arundel Square, Islington.*

"It is a great assistance."

MISSES BURTON & DIXON, *Principals of the Blackheath
and Greenwich Ladies' College.*

"I am much pleased with your system, and shall arrange for its perpetual use in this school."

MISS VOULES, *Principal of the School for Young
Ladies, Gloucester Villa, King's Road, Windsor.*

"I have more than ordinary pleasure in adding my testimony to the great value of your System of Memory."

HYDE PULLEN, ESQ., *Principal of Hanover House
School, Ryde, Isle of Wight.*

"Your System possesses many and great advantages peculiarly its own."

REV. CHARLES MACKENZIE, M.A., *of Pembroke College,
Oxford, Prebendary of St. Paul's, etc., etc.*

"Scarcely any limit to its application."

REV. P. REGINALD EGERTON, B.C.L., *late Fellow of New College, Oxford, Head Master of All Saints' School, Bloxham, Banbury.*

"After three Lessons given by Mr. Stokes to a class held at my house, I was able, with little spare time for practice, to perform with ease the feats of Memory which I had witnessed at the Polytechnic."

REV. EDWARD PARRY, M.A., *Rector of Acton, Middlesex.*

"I have no hesitation in testifying to the immediate benefit I received from one Lesson from you in your System of Mnemonics. I put it to proof, with gratifying results to myself, on the Sunday following, in using it for preaching two sermons without notes."

REV. GEORGE G. MORTON, M.A., *Curate of Acton, Middlesex.*

"I find it saves me a great deal of trouble; it is of constant use, and every day it becomes more beneficial to me."

REV. HENRY BEDFORD, B.C.L., *Emmanuel College, Cambridge.*

"I have applied your System of Mnemonics to three different university examinations, to extempore speaking, and to Mr. Pitman's short hand, and in all these things I have found it useful."

REV. S. W. DARWIN FOX, B.A., *of Wadham College, Oxford.*

MR. STOKES has lectured and taught at TRINITY COLLEGE, CAMBRIDGE, with great success, and has most gratifying Testimonials, etc., some of which are published in "Stokes's Rapid Writing," and elsewhere.

From Mr. GEORGE WINGFIELD, Accountant.

"17, Elliott Road, North Brixton, S.W.

"June 10th, 1873.

"I took lessons of Mr. Stokes about twelve years ago, and he speedily developed my Memory to such a degree that I was able to take a leading part in his Public illustrations before large and critical audiences. I have had frequent opportunities of seeing the beneficial effects of Mr. Stokes's teaching upon others, and I believe it is impossible to give his System a fair trial without satisfactory results. I have found it invaluable for business, study, and education. Were it possible for me to part with this System, which has become part of my nature, I would not do so for a very considerable amount. I think the Guinea I paid for instruction in it, was the best investment I ever made. Some of Mr. Stokes's Memory Aids are now being used in the instruction of my children, with both pleasure and profit.

"GEO. WINGFIELD."

"St. John's Wood Collegiate School,

"Winchester House,

"Winchester Road, Eton Park, N.W.

"June 27th, 1873.

"Mr. Stokes lectured and taught in this School some years ago, and again recently. His Mnemonical System supplies extended means for applying the Natural laws of Association and Suggestion and increases both the capacity and the tenacity of the Memory.

"Some of my pupils have given illustrations before their friends of the power they have acquired under Mr. Stokes' training, and have applied his System successfully to examination work.

It is only fair to Mr. Stokes to add, that while I have encouraged the use of his System, our varied and comprehensive curriculum has not allowed us to do him full justice.

"FRED BERRIDGE, F.K.G.S., F.R.S.,

"Head Master."

“ Earlswood House, Hackney, N. E.

“ July 31st, 1873.

“ My dear Sir,—It affords me great pleasure to state that your system of Mnemonics has been of great assistance to me in my professional capacity; and I trust that many others may be induced to avail themselves of your valuable aid.

“ E. G. ALABONE, M.D., M.R.C.S.Eng., L.M., F.S.A.”

“ W. Stokes, Esq.”

“ My dear Sir,—I have very great pleasure in giving my unqualified testimony in favour of your System of Memory.

“ I took Lessons of you about five years ago, and in preparing for Nautical Examinations, etc., I have found your suggestions most helpful. For thought-splicing, your System cannot be excelled.

I am, I believe, the youngest Ship Master in the Merchant Service, having been appointed immediately after I was 21 years of age—21 years being the earliest time allowed by the Board of Trade; and I gladly acknowledge the assistance I derived from your tuition. I consider it saved me two years' work, or rather enabled me to do the work in two years' less time than I otherwise should have taken.

“ JOSEPH W. PORTOR,

“ Barque, ‘ Gnat,’ Hull,

“ August 12th, 1873.”

“ W. Stokes, Esq.,

“ Royal Polytechnic Institution, London.

There is an increasing demand for Stokes-ian Schools. Recent testimonials from Benjamin Lomax, Esq., of London University, Principal of Arnold House School, 27, Sussex Square, Brighton, and others, afford abundant evidence of the advantages of the System for School work.

EXTRACTS FROM LETTERS FROM CORRESPONDENCE PUPILS.

In addition to the numerous Testimonials which have been kindly sent to Mr. Stokes by his Correspondence Pupils, he has a great many private letters showing the progress of the writers, and expressive of their satisfaction. The following are a few extracts.

“Dear Sir,—The first Lesson came safely to hand, yesterday, by return of post. I have mastered it thoroughly, and shall be obliged if you will send me the second Lesson.”

“Thanks for the second Lesson. I have learned all you requested, and have applied the System independently with considerable success.”

“I have gone carefully over your instructions in the third Lesson, and am very pleased with the System. I do not think I shall experience any difficulty in carrying out your suggestions, but will avail myself of your kind offer of assistance, should I require it.”

“I have not met with anything in the Lessons to puzzle me yet.”

“I am obliged for your special explanations in reply to my questions. I quite understand now, but must confess that till your letter came I felt in an impenetrable fog.”

“Thanks for your kind inquiry as to my progress. I have been away from home, and since my return have been very busy, so have not yet learned all you sent me ;

but I understand the System so far, and have found it useful many times. I will try to resume my study of your papers as soon as possible, and will let you know when I am ready for more."

"I have learned the papers, and shall be glad to have some more."

"I have succeeded in getting through all your exercises thoroughly, and have enjoyed them very much."

"The lessons have been a source of amusement and pleasure far beyond my expectations."

"I found your System of great use at my recent examination."

"I can report a sermon from Memory capitally by carrying out your suggestions."

"I remember what I read very much better now than before I took your Lessons."

"I can remember names by your System very easily."

"I have not told my friends I have been taking your Lessons, and they are astonished at the change in my Memory."

"I had to take the chair at a Public Meeting last week, and found your suggestions very useful."

"I have learned several hundred dates by your Mnemonics already, and I feel sure I could master any reasonable number without further assistance."

"Lady —— thinks Mr. Stokes's Lessons are not only beneficial to the Memory, but very interesting."

"Captain —— has already found Mr. Stokes's suggestions of service in his Military studies, and will be glad to receive whatever Mr. Stokes may wish to send next."

"The Rev. —— is greatly obliged to Mr. Stokes, for the assistance afforded him in extemporaneous preaching and impromptu speaking."

"Miss —— will thank Mr. Stokes to forward her another Memory Lesson, she learned the last one very easily, and thinks the System becomes more and more interesting as she progresses."

"You are quite right. I should hardly have thought you would have discovered the fact you name from seeing my photograph. I hesitated in sending to you at first, as I thought it would be a great disadvantage not to be able to see you; but you appear to understand me as thoroughly as can be wished."

"I enclose you some practical applications that I have made of your System. I have found them help me very much."

"I am greatly obliged to you for dividing the Lessons so as not to give me more at a time than I could manage with my poor brain, and I am thankful for the vigour you have imparted to my Memory."

"I fear I have been a very slow and patience-taxing pupil but as you have succeeded with *me*, I think you may rely upon succeeding with *anybody*."

"As I had suffered severely from fever, I thought you might find mine an exceptional case, and fail with me; but I can remember better now than I could at any other period of my life."

"I thought that India had taken all my brain power out of me; but you have evidently found some left, and have enabled me to use it."

"I did not take proper care of myself, and my Memory lost its power. Your lessons have done me real good, and I shall always feel grateful to you."

"Before I took your Lessons my Memory was so bad that I should have been sorry for anybody to have known my pitiable condition; but I can remember well now, and my mind seems to have fresh vigour."

"A gentleman dissuaded me from learning your System for a long time, and he laughed at all Mnemonics. After having had the benefit of your Lessons, I feel a certain amount of contempt or dislike for him, his advice having been greatly to my disadvantage."

"My brother and I are ready for some more papers. His Memory is naturally very good, while mine is quite the reverse, as we told you; but we are *both* astonishing our friends with our Mnemonic performances, I am happy to say."

"DEAR MR. STOKES,—I see from an advertisement that you are to be in this town during next week. The Lessons you gave me by Correspondence, three years ago, have been very useful to me, and I think I know your System very well; but as you were good enough to say in one of your letters that I could attend any of your public Classes that might be convenient to me, without further payment, I shall avail myself of this opportunity of testing my proficiency and seeing if I can get any fresh ideas. I hope your Classes will be well attended."

"I hope to be in London on Thursday next, and if possible shall call to see you and add more fully my thanks for your attention, and shall go to the Polytechnic to hear your Lecture and to see your "Wonderful Boys." I think I could assist, if you wanted an "Old Boy" as an illustrator. I really feel surprised that at my age—not far from three-score years and ten—you should so have improved my Memory."

"*Paris.*

"Probably you have wondered why I did not write to you; and you will no doubt be surprised to see I am in Paris. I left England unexpectedly with some friends, and have not had much time to devote to 'Memory,' but at length have done all you wished. If you will send me another Lesson within a week from now, to this address, I will study it while travelling in France and Germany, and when ready, will send you another address, for more papers."

"Australia.

"Be sure you send by return mail, please, as we are looking anxiously forward to the pleasure of receiving the next Lesson."

"New York.

"You have certainly done my Memory great good. If ever you decide to come to America, be sure you let me know. I shall be glad to see you; and I shall post my friends well up in the fact that you intend to take the ferry over."

"Please send me some more papers. The children as well as myself have learned the last you forwarded; and they are applying your System to their ordinary lessons."

"Your Lessons have certainly been useful to my elder sons. Please send me the books marked on the enclosed list of your works, for the use of the younger children."

"The members of the Class desire me to thank you for your kindness in giving special suggestions to suit their varied defects and requirements."

"I hardly know how to thank you enough for the good your Lessons have done me."

"We are sorry you cannot accept our invitation: we should really be delighted if you could spend a few days with us—we should like to see our teacher."

"DEAR MR. STOKES,—I am much obliged to you for the care you have bestowed upon me in giving me my Lessons. I feel much indebted to you for your *key*, and I beg you will accept a key from me. I send it you by rail—a *tur-key*!"

* * The gentleman who sent this turkey also sent a salmon some time afterwards.

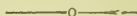
"I am really much obliged for the pains you have taken with me. My friend, whose name and address I enclose, is so surprised at my improvement that he wishes to take Lessons. I enclose you his fee—Post Office Order payable at Vere Street. If you will forward his papers I will assist him, and you may rely upon my always doing my best to get you pupils."

Several Correspondence Pupils have introduced Mr. Stokes to the towns in which they reside, to teach their relations and friends. Mr. Carlson, a Swedish gentleman who took Correspondence Lessons in Liverpool, assisted in arranging for Mr. Stokes to go there, and before receiving further instructions gave very remarkable illustrations of Memory in public. He stated at one of Mr. Stokes's demonstrations at the Royal Institution, Liverpool, that he had found the System invaluable in acquiring the English language, and in numerous practical matters.

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